Teaching is More Than Reflecting on Your Teaching: Teaching the Whole Child

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About the School Where You Are Teaching

1. In what type of school do you teach? (Type an “X” next to the appropriate description; if “other” applies, provide a brief description.)
   - Elementary school: _x____
   - Middle school: _____
   - Other (please describe): _____
   - Urban: _____
   - Suburban: _____
   - Rural: ___X____

2. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, intervention or other leveled small group instruction, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.

The special features in this classroom setting are team teaching between math and writing. One teacher is responsible for all Math lessons for both second grade classrooms and the other teacher is responsible for all writing lessons. Each teacher is responsible for his or her own reading, handwriting, science, and social studies classes and all specials.

Students are grouped into smaller groups for more focused instruction. There are Title 1 interventions for both reading and math classes. These interventions occur four days a week (A through D days). Students are placed within intervention groups based upon their MAPS and STAR test results. These groups change based upon the needs, growth, or lack of growth of the students throughout the school year. Within this classroom, seven students receive intervention services, one of which receives CLIP intervention services. CLIP stands for Collaborative Literacy Intervention Program; it is a version of Reading Recovery. CLIP is an intervention technique for students needing additional assistance. Two other students are receiving intervention services for math. The remaining four students are receiving intervention services for reading in-between two additional interventionists.

In this classroom, students are placed into three smaller groups outside the larger class, which focuses more on the needs of each individual group. Students are brought into the groups at various times throughout the five-day unit in Journeys. The groups are based upon the placements of below level readers, on level readers and above level readers. These small group instructions are conducted three to four out of the five days within a unit in Journeys. These small groups are conducted within the classroom at a table within the room.

3. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

The classroom and school I am participating with is within their restructuring phase. One requirement of this restructure was to implement a new reading and writing program. The required program is the structured curriculum “Journeys”. It is expected the teachers will not deviate from this curriculum this year. The curriculum is paced through daily lessons and a weekly assessment. This curriculum also includes benchmark assessments, which are taken every five weeks.
The students within this class are required to complete numerous tests throughout the year. Students are tested at the end of each of the Journey units. Each unit consists of five days. Four days of instruction and one day for instruction and testing. Every fifth week the students have benchmark assessments in Journeys. Star testing is conducted once a month to gauge any progress or increased deficiencies. MAPS testing is conducted three times during the course of the school year. This testing takes place in the fall, winter and spring. Second grade students are not required to participate in the PAWS testing though, as they do not fall within the third to sixth grade elementary students.

**About the Class Featured in this Learning Segment**

1. **How much time is devoted each day to literacy instruction in your classroom?**

   *There are approximately two hours of instruction devoted to literacy during the course of a day. The first hour is from 8:45 to 9:45. This hour is focused upon reading and reading strategies. The second hour is from 2:20 to 3:25. This time is spent focusing upon the writing aspects of literacy development. Many students have an additional thirty minutes of individualized instructional time during the course of the day. These thirty minutes are during interventions from 9:45 to 10:15. This time is used to assist students, which need additional support in their literacy or math.*

2. **Is there any ability grouping or tracking in literacy? If so, please describe how it affects your class.**

   *There is ability grouping and tracking measures utilized within this classroom. Along with interventions, which are put into place to assist student’s learning, small group instruction is utilized within the classroom setting also. Students are also assembled into smaller clusters based upon their reading levels. These groups are formed based upon STAR test scores. Students are also tracked based upon their “Think About It” worksheets and the weekly assessments in the Journeys program. Students are moved within the groups based upon teacher observations and the needs of the students. This change is continuous throughout the year.*

3. **Identify any textbook or instructional program you primarily use for literacy instruction. If a textbook, please provide the title, publisher, and date of publication.**

   *Within this classroom there is a structured curriculum utilized for the students. This curriculum is “Journeys”, which is published by Houghton Mifflin Harcourt in 2014.*

4. **List other resources (e.g., electronic whiteboard, classroom library or other text sets, online professional resources) you use for literacy instruction in this class.**

   There are many other resources, which are utilize within this classroom at various times. These other resources are the whiteboard, the Smartboard, the classroom library, and the online Journey program through Think central. We also utilize tablets and venues, homework pages, online and paper assessments and all components to the Journey program, which include “Grab and Go”, decodable readers, leveled readers, vocabulary and high frequency words, unit posters, and sequence cards.

**About the Students in the Class Featured in this Learning Segment**

1. **Grade-level(s):** __2nd Grade______________________________

2. **Number of**
   - students in the class: _16_____
3. Complete the charts below to summarize required or needed supports, accommodations, or modifications for your students that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the charts. Some rows have been completed in italics as examples. Use as many rows as you need.

Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment. For example, students

- With Individualized Education Programs (IEPs) or 504 plans
- With specific language needs
- Needing greater challenge or support
- Who struggle with reading
- Who are underperforming students or have gaps in academic knowledge

For Assessment Task 3, you will choose work samples from 3 focus students. At least one of these students must have a specified learning need. Note: California candidates must include one focus student who is an English language learner.

<table>
<thead>
<tr>
<th>Students with IEPs/504 Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IEPs/504 Plans:</strong></td>
</tr>
<tr>
<td><strong>Classifications/Needs</strong></td>
</tr>
<tr>
<td>504 Plan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students with Specific Language Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Needs</strong></td>
</tr>
<tr>
<td>Speech Therapy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students with Other Learning Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Other Learning Needs</strong></td>
</tr>
</tbody>
</table>

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1 California candidates—If you do not have any English language learners, select a student who is challenged by academic English.
<table>
<thead>
<tr>
<th>Struggling readers</th>
<th>7</th>
<th>Leveled text, targeted guided reading, ongoing reading assessment, Leveled readers, Leveled “Think About It” workbook pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Struggling readers</td>
<td>7</td>
<td>30 minute intervention time/ days A through D days</td>
</tr>
<tr>
<td>Struggling reader</td>
<td>1</td>
<td>Initial stages of BIT process, Seeing Stars program, CLIP program (Collaborative Learning Intervention Program/Version of Reading Recovery)</td>
</tr>
<tr>
<td>Struggling readers</td>
<td>7</td>
<td>Small group assistance within the classroom three to four days during a unit.</td>
</tr>
</tbody>
</table>
Task One: Part B Lesson Plans for Learning Segment

Animal Development—5 Day Unit
Lesson Plan Day 2— B Day

Overview:
This is Lesson 21, Animal Development, located in the second grade program manual “Journeys”. There are five class periods over the course of the unit, this is day two of the Animal Development unit. Each day will last for a total of 120 minutes. Reading will be conducted from 8:45 am until 9:45 am. Writing will be conducted from 2:30 to 3:30. These are the lessons for the reading portion of the Literacy lessons.

Materials:

Special Instructions:
Name sticks
When utilizing the name sticks, educator will pull each name stick randomly to ensure all students have a chance to respond. Name sticks will not be renewed until all names have been called. Once it is pulled, it will be placed on the opposite side of the cup. If a student becomes unfocused, it is acceptable to discreetly position their name stick in a manner where it may be easily accessed and pulled if necessary. This ensures students stay focused, as they will be unsure when their name stick is pulled.

Refocusing:
If students become unfocused and restless during the lesson, I will allow students to stand and complete 10 jumping jacks, run in place or any other chosen activity. After the activity is completed I will have students refocus by crossing legs while standing, cross arms and link their fingers. Students will then bring arms up to their chest. Students may close eyes if they choose. Students will breathe in deeply, and then exhale slowly. This process is repeated one to two more times. After the final repetition, students will be refreshed and refocused. This allows the lesson to progress smoothly and students to get refreshed.

Big Ideas / Essential Questions:
The essential questions for this lesson is:
- How do animals care for their young?
- Reading and applying er, ir and ur to both reading and writing.

Content Objectives:
By the end of this lesson, students will be able to…
- Substitute vowel sounds in words to make new words.
- Build, blend and decode words with er.
- Reread text with words with er and High-Frequency words for fluency practice.
- Reading and applying er, ir and ur to both reading and writing.

Rationale:
This lesson is designed to increase a student’s ability to correctly substitute vowel sounds and create new words. Students will gain exposure and practice of decoding, creating and changing words with er sounds. Students will also gain exposure and practice reading and decoding words with er, their new High Frequency words and the Vocabulary words while rereading “Penguin Chicks”. Students will also obtain practice with fluency. All these techniques will increase the students reading abilities by giving them tools to practice.
Academic Language Objectives:

1. **Language function** Students will use the topic of caring for animals to define, apply, describe, identify, read, interpret, restate, assess and perform

2. **Language demand** reading and rereading anchor text “Penguin Chick” from Journeys Second Grade Unit 21 lesson.

3. **Vocabulary:** Students will define the following: Webbed, waterproof, steer, whistle otherwise, junior, slippery, finally

High Frequency words: across, behind, house, how, move, nothing, one, out, took, voice

Standards:

- **CCSS.ELA-Literacy.RF.2.3.f** Recognize and read grade-appropriate irregularly spelled words.
- **CCSS.ELA-Literacy.L.2.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe
- **CCSS.ELA-Literacy.SL.2.1.a** Follow agreed-upon rules for discussions
- **CCSS.ELA-Literacy.RF.2.3.e** Identify words with inconsistent but common spelling-sound correspondences.

**Introduction:**

To introduce the lesson, I will have students sit on the rug in good learning positions. This position includes sitting next to a person they will not interrupt learning for or talk and play around with to cause issues. Students will be completely on the rug and not leaning against the desks. Students will sit on their back pockets, facing the educator at the front of the room. I will begin the lesson by discussing my expectations of the students during the lesson and stating the daily objectives for the lesson.

**Procedure:**

1. State expectations for the class period and throughout the unit. (2 minutes)
   - I will discuss with students the importance of sitting and listening properly. I will inform students I will allow them sitting together without being moved or having a permanent position assigned to them. “I need everyone sitting in proper learning positions. You need to be seated next to someone who you will not be interrupting your neighbors learning or stopping yourself from learning. I will allow you to choose where you sit though you must be focused and on task. If you choose not to be focused and on task during this lesson I will then need to move you to another spot on the rug or back to your desk to sit.” I will give students the opportunity to change a spot on the rug and get in appropriate learning positions prior to beginning the lesson.

2. State objectives for the class period. (1 minute)
   - I will introduce the objectives in student friendly language.
   - “Today we will be substituting words with other vowel sounds with words with the /ǔr/ sound. We will see if we are able to recognize words with the /ǔr/ sound in them. We will be focusing upon words with the “er” spelling with the /ǔr/ sound. We will also be reviewing the vocabulary words and High Frequency words which we introduced in the lesson yesterday. At the end of the lesson we will be rereading the story from yesterday with a partner.”

3. Review the previous day reading. (5 minutes)
   - I will start the lesson by introducing the morning Word Play from the lesson. “The Word Play for today is "Make a Rhyme". Students will be asked to state a word, which rhymes with chick by pulling their name stick from the cup. I will ask the students what animal we discussed in the story from the previous day. I will then have students discuss with a partner what they remember and found interesting.
4. Practice Phonemic Awareness and Phonics for the unit (10 minutes)
- I will have students change vowel sounds within the same word to make a new word.
- We will be making changing vowel sounds within words to make new word. For example, I will change the /ō/ sound in tone to a /ǔr/ sound. This changes the word tone into the word turn. Let us try this. What word will we get if we change the /ār/ sound in dart to a /ǔr/ sound what word will we make?
- Students should reply dirt. If they should not, repeat the instructions until a correct response is received.
- I will repeat this process with changing the vowel sound /ā/ in save to /ǔr/ to make serve, /ī/ in fine to /ǔr/ in fenr. Change the /ē/ in heed to /ǔr/ in herd, /ā/ in fan to /ǔr/ in fern, and /ī/ in line to /ǔr/ in learn. I will have them change /ā/ in tame to /ǔr/ in term, /ē/ in gem to /ǔr/ in germ and the /ā/ in vase to /ǔr/ in verse.
- I will choose students to answer by pulling name sticks from the cup.
- If students appear to comprehend the process, and can correctly complete the changes, it will not be necessary to review all word changes with the students.

- Transition (1 minute)
- I will review any parts the students may have had as an issue. For example, if the vowel in one word was difficult for more than one student I will inform students how well they had all completed the activity then review the word and the process of changing the vowel sounds in the word. I then will inform students we will now be working on vocabulary and High Frequency words for the unit.
- If students did not have any issues with the words, I will inform students how well they had all completed the activity. I then will inform students we will now be working on vocabulary and High Frequency words for the unit.

5. Practice Vocabulary and High Frequency words (10 Minutes)
- I will begin with a review of the High Frequency words from the previous day. I will ask students to spell the words prior to viewing the cards.
- I will then have all students spell the card with the inclusion of an action. This action may be in the form of jumping to each letter, playing patty cake or also play punching across their bodies while spelling each letter of the word and speaking the word at the conclusion of spelling.
- I will continue this process with each of the High Frequency words.
- After all High Frequency words are reviewed, I will begin to review all vocabulary in context cards with the students.
- I will begin the review by asking which words the students remember from the lesson the previous day. When a student responds, I will ask for the definition of the word.
- After all students have had the opportunity to respond, we will repeat the process with the educator stating all remaining words.
- If needed to assist the students in understanding the word the educator may ask for the words to be placed in a sentence.

6. Transition (2 minutes)
- At this time, students will be in need of a break to refresh their learning. I will incorporate this break in their transition to the next phase of the lesson.
- I will instruct students on the requirements and expectations prior to releasing students to the next phase of the lesson.
- “We now are going to do partner reads for “Penguin Chick”. I will allow most of you to choose any partner. If you have been told you are unable to work with a student I need you to make sure you are working with someone else. I want to go over the rules for partner reading. Can you tell me what the rules are?
- Students will reply, they are not to work with someone who they cannot be focused and work with. They are to be in the main area of the classroom, they cannot be behind the bookshelves or over by the coats. They are to share the reading and assist their partner if they need help, they are to read quietly and not be talking about other topics.
7. Partner reading (remainder of class time)
   ✓ Students will be released from the carpet to get hardback “Journey” student manuals, find a partner and find a spot to read. All students should be focused and productive. Students will be instructed to open hard back Journeys books to “Penguin Chick” on page 211 and read to page 227.

8. Small group instruction (remainder of class time)
   ✓ As students are becoming settled, and reading, I will prepare books and papers for small group instruction.
   ✓ I will choose a group of students (above level, on level and below level) to come read a leveled reader book with the educator.
   ✓ After students have completed the leveled readers, I will instruct students to finish their partner read. I will furnish a “Think About It” work page for the students to complete during the unit based upon their leveled readers.
   ✓ If time allows I will continue with a second group of students.

Accommodations and Differentiation:
As all students will be responding to questions during the initial phase of the lesson accommodations will vary between the needs of the students. Accommodations may be in the form of additional assistance in changing vowel sounds or additional prompting to form a definition or sentence with the vocabulary. Additional assistance will be given to students in the form of clarifying words for reading and assisting in sentence structure and requirements.

Extension/Enrichment:
If time allows after students have competed their reading, they will be instructed to complete any unfinished Readers Notebook work pages, Think About It or Vocabulary work pages. If all work is completed, they may free read for the remainder of class time.

Clean-up:
All students will be instructed to properly replace hardback “Journey” student manuals into their desks and have a seat at their desks to wait for further instructions.

Assessment/Evaluation:
Students will be assessed and evaluated based upon participation during the lesson and class discussions. This includes following directions during the lesson and staying focused and on task during class time. Students will have a summative assessment in the form of a paper and pencil assessment at the end of the five-day unit.

Closure:
At the close of the lesson, students will be instructed to clean off anything on their desks; properly place books back in desks, and line up at the front door if they are in an intervention group. All other students are to remain seated at their desks. Students involved in intervention groups will be dismissed to groups, all other students will remain within the classroom.

Lesson Plan Day 3— C Day

Overview:
This is Lesson 21, Animal Development, located in the second grade program manual “Journeys”. There are five class periods over the course of the unit, this is day two of the Animal Development unit. Each day will last for a total of 120 minutes. Reading will be conducted from 8:45 am until 9:45 am. Writing will be conducted from 2:30 to 3:30. These are the lessons for the reading portion of the Literacy lessons.

Materials:

Special Instructions:
Name sticks
When utilizing the name sticks, educator will pull each name stick randomly to ensure all students have a chance to respond. Name sticks will not be renewed until all names have been called. Once it is pulled, it will be placed on the opposite side of the cup. If a student becomes unfocused, it is acceptable to discreetly position their name stick in a manner where it may be easily accessed and pulled if necessary. This ensures students stay focused, as they will be unsure when their name stick is pulled.

Refocusing:
If students become unfocused and restless during the lesson, I will allow students to stand and complete 10 jumping jacks, run in place or any other chosen activity. After the activity is completed I will have students refocus by crossing legs while standing, cross arms and link their fingers. Students will then bring arms up to their chest. Students may close eyes if they choose. Students will breathe in deeply, and then exhale slowly. This process is repeated one to two more times. After the final repetition, students will be refreshed and refocused. This allows the lesson to progress smoothly and students to get refreshed.

Big Ideas / Essential Questions:
The essential questions for this lesson is:

- How do animals care for their young?
- Reading and applying er, ir and ur to both reading and writing.

Content Objectives:
By the end of this lesson, students will be able to...

- Substitute vowel sounds in words to make new words.
- Build, blend and decode words with er.
- Reread text with words with er and High-Frequency words for fluency practice.
- Reading and applying er, ir and ur to both reading and writing.

Rationale:
This lesson is designed to increase a student’s ability to correctly substitute vowel sounds and create new words. Students will gain exposure and practice of decoding, creating and changing words with ir and ur sounds. Students will also gain exposure and practice reading and decoding words with ir and ur, their new High Frequency words and the Vocabulary words while rereading “Penguin Chicks”. Students will also obtain practice with fluency. All these techniques will increase the students reading abilities by giving them tools to practice.

Academic Language Objectives:
1. **Language function** Students will use the topic of caring for animals to define, apply, describe, identify, read, interpret, restate, assess and perform.

2. **Language demand** reading and rereading anchor text “Penguin Chick” from Journeys Second Grade Unit 21 lesson.

3. **Vocabulary**: Students will define the following: Webbed, waterproof, steer, whistle otherwise, junior, slippery, finally
   
   High Frequency words: across, behind, house, how, move, nothing, one, out, took, voice

**Standards:**

- CCSS.ELA-Literacy.RF.2.3.f Recognize and read grade-appropriate irregularly spelled words.
- CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
- CCSS.ELA-Literacy.SL.2.1.a Follow agreed-upon rules for discussions.
- CCSS.ELA-Literacy.RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences.

**Introduction:**

To introduce the lesson, I will have students sit on the rug in good learning positions. This position includes sitting next to a person they will not interrupt learning for or talk and play around with to cause issues. Students will be completely on the rug and not leaning against the desks. Students will sit on their back pockets, facing the educator at the front of the room. I will begin the lesson by discuss my expectations of the students during the lesson and stating the daily objectives for the lesson.

**Procedure:**

4. State expectations for the class period and throughout the unit. (2 minutes)
   - I will discuss with students the importance of sitting and listening properly. I will inform students I will allow them sitting together without being moved or having a permanent position assigned to them. “I need everyone sitting in proper learning positions. You need to be seated next to someone who you will not be interrupting your neighbors learning or stopping yourself from learning. I will allow you to choose where you sit though you must be focused and on task. If you choose not to be focused and on task during this lesson I will then need to move you to another spot on the rug or back to your desk to sit.” I will give students the opportunity to change a spot on the rug and get in appropriate learning positions prior to beginning the lesson.

5. State objectives for the class period. (1 minute)
   - I will introduce the objectives in student friendly language.
   - “Today we will be substituting words with other vowel sounds with words with the /ǔr/ sound. We will see if we are able to recognize words that are misspelled with the /ǔr/ sound in them. We will focus on words with ir and ur making the /ǔr/ sound. We will also be reviewing the vocabulary words and High Frequency words which we introduced in the initial lesson. At the end of the lesson we will be working on pages in our Readers Notebook.”

6. Word Play. (5 minutes)
   - I will start the lesson by introducing the morning Word Play from the lesson. “The Word Play for today is “Never-ending Story””. Students will be given the introduction of the story “Mrs. Penguin was out getting food so Mr. Penguin was taking care of the egg. And then…”
   - Name sticks will be pulled for each student. When called upon, each student will create a continuation to the story. When they complete their continuation they will state “And
then…” At this time, a new name will be pulled to continue the story and repeated until all names have been pulled.

7. Practice Phonemic Awareness and Phonics for the unit (10 minutes)
   ✓ I will have students change vowel sounds within the same word to make a new word.
   ✓ “We will be making changing vowel sounds within words to make new word. For example, I will change the /ã/ sound to a /ǔr/ sound. This will change the word hat into the word hurt. Let us try this. What word will we get if we change the /ôr/ sound in short to a /ǔr/ sound what word will we make?
   ✓ Students should reply shirt. If they should not repeat the instructions until a correct response is received.
   ✓ I will repeat this process with changing the vowel sound /ŏ/ in chop to /ǔr/ to make chirp, /ē/ in bed to /ǔr/ in bird. Change the /ō/ in coal to /ǔr/ in girl, and /ǐ/ in fist to /ǔr/ in first. I will have them change /ã/ in stay to /ǔr/ in stir, /ē/ in cheap to /ǔr/ in chirp and the /ā/ in cave to /ǔr/ in curve.
   ✓ Educator will write the first word in each set upon the whiteboard or Smartboard.
   ✓ Students will change the spelling of the work to correspond with the new word.
   ✓ I will choose students to answer by pulling name sticks from the cup.
   ✓ If students appear to comprehend the process, and can correctly complete the changes, it will not be necessary to review all word changes with the students.

8. Transition (1 minute)
   ✓ I will review any parts the students may have had as an issue. For example, if the vowel in one word were difficult for more than one student I will inform students how well they had all completed the activity then review the word and the process of changing the vowel sounds in the word. I then will inform students we will now be working on vocabulary and High Frequency words for the unit.
   ✓ If students did not have any issues with the words, I will inform students how well they had all completed the activity. I then will inform students we will now be working on vocabulary and High Frequency words for the unit.

8. “Practice Vocabulary and High Frequency words (10 Minutes)
   ✓ As this is day three, in a five day lesson I will only work on Vocabulary and High Frequency words which the students are struggling to spell or define.
   ✓ I will begin with a review of the High Frequency words which the students are struggling to spell. I will ask students to spell the words prior to viewing the cards.
   ✓ I will then have all students spell the card with the inclusion of an action. This action may be in the form of jumping to each letter, playing patty cake or also play punching across their bodies while spelling each letter of the word and speaking the word at the conclusion of spelling.
   ✓ I will continue this process with each of the High Frequency words they need more practice on spelling.
   ✓ After all High Frequency words needing additional practice are reviewed, I will begin to review vocabulary in context cards needing more attention with the students.
   ✓ I will introduce each of the words students need more work on to the students.
   ✓ I will have students speak the words, spell them then speak the word again. I then will have students incorporate an activity into the second spelling. The third spelling will be the same as the first.

9. Readers Notebook (remainder of class time)
   ✓ Students will be released from the carpet to return to their desks and place Readers Notebooks on their desks. Students then will be instructed to open books to page 89 and 90.
   ✓ Educator will read and clarify instructions for students. Educator will stress to students they are to write in complete sentences. They are also to take information from the question and include this within their response. Educator will assist students in pulling
information for the first question though will allow students to complete their own sentences.

10. Small group instruction (remainder of class time)
   - As students are becoming settled, begin to work on Readers Notebook pages, I will prepare books and papers for small group instruction.
   - I will choose a group of students (above level, on level and below level) to come read a leveled reader book with the educator.
   - After students have completed the leveled readers, I will instruct students to finish their partner read. I will furnish a “Think About It” work page for the students to complete during the unit based upon their leveled readers.
   - If time allows I will continue with a second group of students.

Accommodations and Differentiation:
As all students will be responding to questions during the initial phase of the lesson accommodations will vary between the needs of the students. Accommodations may be in the form of additional assistance in changing vowel sounds or additional prompting to form a definition or sentence with the vocabulary. Additional assistance will be given to students in the form of clarifying words for reading and assisting in sentence structure and requirements.

Extension/Enrichment:
If time allows after students have competed their work pages, they will be instructed to complete any additional unfinished Readers Notebook work pages, Think About It or Vocabulary work pages. If all work should be completed, they may free read for the remainder of class time.

Clean-up:
All students will be instructed to properly replace Journey Readers Notebooks into their desks and have a seat at their desks to wait for further instructions.

Assessment/Evaluation:
Students will be assessed and evaluated based upon participation during the lesson and class discussions. This includes following directions during the lesson and staying focused and on task during class time. Students will have a summative assessment in the form of a paper and pencil assessment at the end of the five-day unit.

Closure:
At the close of the lesson, students will be instructed to clean off anything on their desks; properly place books back in desks, and line up at the front door if they are in an intervention group. All other students are to remain seated at their desks. Students involved in intervention groups will be dismissed to groups, all other students will remain within the classroom.


Animal Development—5 Day Unit
Lesson Plan Day 4—D Day

**Overview:**
This is Lesson 21, Animal Development, located in the second grade program manual “Journeys”. There are five class periods over the course of the unit, this is day two of the Animal Development unit. Each day will last for a total of 120 minutes. Reading will be conducted from 8:45 am until 9:45 am. Writing will be conducted from 2:30 to 3:30. These are the lessons for the reading portion of the Literacy lessons.

**Materials:**

**Special Instructions:**
**Name sticks**
When utilizing the name sticks, educator will pull each name stick randomly to ensure all students have a chance to respond. Name sticks will not be renewed until all names have been called. Once it is pulled, it will be placed on the opposite side of the cup. If a student becomes unfocused, it is acceptable to discreetly position their name stick in a manner where it may be easily accessed and pulled if necessary. This ensures students stay focused, as they will be unsure when their name stick is pulled.

**Refocusing:**
If students become unfocused and restless during the lesson, I will allow students to stand and complete 10 jumping jacks, run in place or any other chosen activity. After the activity is completed I will have students refocus by crossing legs while standing, cross arms and link their fingers. Students will then bring arms up to their chest. Students may close eyes if they choose. Students will breathe in deeply, and then exhale slowly. This process is repeated one to two more times. After the final repetition, students will be refreshed and refocused. This allows the lesson to progress smoothly and students to get refreshed.

**Big Ideas / Essential Questions:**
The essential questions for this lesson is:
- How do animals care for their young?
- Reading and applying er, ir and ur to both reading and writing.

**Content Objectives:**
By the end of this lesson, students will be able to...
- Substitute vowel sounds in words to make new words.
- Build, blend and decode words with er.
- Reread text with words with er and High-Frequency words for fluency practice.
- Reading and applying er, ir and ur to both reading and writing.

**Rationale:**
This lesson is designed to increase a student’s ability to correctly substitute vowel sounds and create new words. Students will gain exposure and practice of decoding, creating and changing words with various sounds Students will also gain exposure and practice reading and decoding words with ir and ur, their new High Frequency words and the Vocabulary words. Students will review spelling techniques with or, ore and er words. All these techniques will increase the students reading abilities by giving them tools to practice.

**Academic Language Objectives:**
1. **Language function** Students will use the topic of caring for animals to define, apply, describe, identify, read, interpret, restate, assess and perform

2. **Language demand** reading and rereading anchor text “Penguin Chick” from Journeys Second Grade Unit 21 lesson.

3. **Vocabulary:** Students will define the following: Webbed, waterproof, steer, whistle otherwise, junior, slippery, finally
   - High Frequency words: across, behind, house, how, move, nothing, one, out, took, voice

**Standards:**
- CCSS.ELA-Literacy.RF.2.3.f Recognize and read grade-appropriate irregularly spelled words.
- CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe
- CCSS.ELA-Literacy.SL.2.1.a Follow agreed-upon rules for discussions
- CCSS.ELA-Literacy.RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences.

**Introduction:**
To introduce the lesson, I will have students sit on the rug in good learning positions. This position includes sitting next to a person they will not interrupt learning for or talk and play around with to cause issues. Students will be completely on the rug and not leaning against the desks. Students will sit on their back pockets, facing the educator at the front of the room. I will begin the lesson by discuss my expectations of the students during the lesson and stating the daily objectives for the lesson.

**Procedure:**
4. **State expectations for the class period and throughout the unit.** (2 minutes)
   - I will discuss with students the importance of sitting and listening properly. I will inform students I will allow them sitting together without being moved or having a permanent position assigned to them. “I need everyone sitting in proper learning positions. You need to be seated next to someone who you will not be interrupting your neighbors learning or stopping yourself from learning. I will allow you to choose where you sit though you must be focused and on task. If you choose not to be focused and on task during this lesson I will then need to move you to another spot on the rug or back to your desk to sit.” I will give students the opportunity to change a spot on the rug and get in appropriate learning positions prior to beginning the lesson.

5. **State objectives for the class period.** (1 minute)
   - I will introduce the objectives in student friendly language.
   - “Today we will be substituting words with other vowel sounds with words with the /ǔr/ sound. We will see if we are able to recognize words that are misspelled with the /ǔr/ sound in them. We will reviewing the spelling of words with or, ore and er. We will also be reviewing the vocabulary words and High Frequency words which we introduced in the initial lesson. At the end of the lesson we will be working on a new activity.”

6. **Word Play.** (10 minutes)
   - I will start the lesson by introducing the morning Word Play from the lesson. “The Word Play for today is “New Vocabulary””. Educator will inform students these words are not vocabulary words though students have been exposed to the words. Students will be shown sentences and a word bank, which are typed on the Smart Board. Students will be asked to read the new words.
✓ Name sticks will be pulled for each student to read the sentence with the blank for the new words. Other students will be asked to complete the sentences. A third group of students will be asked to define the words.

7. Practice Phonemic Awareness and Phonics for the unit (5 minutes)
✓ Students will be asked to listen for the /ūr/ sound in words. If students hear the sound they are to signal with a thumbs up. If students do not hear the sound, they are to signal with a thumbs down. Students will be given the words dirt, find, thirsty, squirt, and Thursday.
✓ Educator will discuss with students words with the /ūr/ sound may be spelled in numerous ways. Today they will be focusing on words spelled with ir or ur. Educator will discuss the spelling of words with the /ūr/ sounds.
✓ Educator will review words and their spelling which include the or, ore and er. Educator will discuss the need of using known words, previous learned techniques and if the words look, correct to spell words.

• Transition (1 minute)
  Students will be instructed to return to their desks and open their hardback books to page 232.

8. Relating texts (10 minutes)
✓ Students will be guided through the reading of pages 232 and 233. Students will read a section at a time.
✓ Educator will discuss the genre and text focus with the students. Educator will relate this informational text with web sites students have visited for previous projects Educator will ask students how the text of “Empire Penguins” and “Penguin Chick” are alike and different (Text to text). Educator will ask how penguin chick change. Students will then discuss with a partner how they have changed since Kindergarten (Text to self). Educator will also discuss other bird characteristics (Text to world).

9. Magnetic words (remaining class time)
✓ Educator will review sounds made by ir, ur, er, or, ore, and ar with Grab and Go cards. Students will give examples of each word.
✓ Educator will discuss differences in red letters (vowels) and blue letters (consonant)
✓ Educator will explain instructions and expectations of magnetic letters. Students will use letters to create words. Letters may be used in more than one word. Once words are created, they will be written on a paper. Students may not share letters. Students able to assist a desk partners. Students are to be making words not playing.
✓ Students are instructed to clear desks and begin as soon as baggies of letters are dispersed to them.
✓ Educator will walk throughout room assisting students in creating words.

Accommodations and Differentiation:
As all students will be responding to questions during the initial phase of the lesson accommodations will vary between the needs of the students. Accommodations may be in the form of additional assistance in changing vowel sounds or additional prompting to form a definition or sentence with the vocabulary. Additional assistance will be given to students in the form of clarifying words for reading, assisting in the creation of words.

Extension/Enrichment:
If time allows after students have competed their word creations, they will be instructed to complete any additional unfinished Readers Notebook work pages, Think About It or Vocabulary work pages. If all work should be completed, they may free read for the remainder of class time.
**Clean-up:**
All students will be instructed to properly replace Journey Readers Notebooks into their desks and have a seat at their desks to wait for further instructions.

**Assessment/Evaluation:**
Students will be assessed and evaluated based upon participation during the lesson and class discussions. This includes following directions during the lesson and staying focused and on task during class time. Students will have a summative assessment in the form of a paper and pencil assessment at the end of the five-day unit.

**Closure:**
At the close of the lesson, students will be instructed to clean off anything on their desks; properly place magnets back in packets and return all items to educator. Students then will line up at the front door if they are in an intervention group. All other students are to remain seated at their desks. Students involved in intervention groups will be dismissed to groups, all other students will remain within the classroom.

Task One: Part C Instructional Materials

Animal Development

Lesson Plan 1/ B-day
Materials:
Instructor:
- White boards
- Smartboards
- Vocabulary in Context cards
- High frequency word cards
- “Journey” Teachers Edition
- Name sticks

Student:
- Journey Student edition
- Journeys’ Readers Notebook
- “Think About It” worksheets (1 per student)
- Leveled readers books (1 per student)

Lesson Plan 2/ C-day
Materials:
Instructor:
- White boards
- Smartboards
- Vocabulary in Context cards
- High frequency word cards
- “Journey” Teachers Edition
- Name sticks

Student:
- Journey Student edition
- Journeys’ Readers Notebook
- “Think About It” worksheets (1 per student)
- Leveled readers books (1 per student)

Lesson Plan/ D-day
Materials:
Instructor:
- White boards
- Smartboards
- Vocabulary in Context cards
- High frequency word cards
- “Journey” Teachers Edition
- Name sticks
- Grab and Go cards

Student:
- Journey Student edition
• Journeys" Readers Notebook
• "Think About It" worksheets (1 per student)
• Leveled readers books (1 per student)
• packaged magnetic letters
• writing or scrap paper
Task One Part D: Assessments

Vocabulary

Answer Numbers 1 through 5. Choose the best answer for each question.

1. What does the word *finally* mean in the sentence below?
   
   Jan finally saw the bus coming down the street.
   
   A. at last
   B. first in line
   C. everywhere
   D. one at a time

2. What does the word *otherwise* mean in the sentences below?
   
   We should leave now. Otherwise, we will be late for school.
   
   A. next
   B. if not
   C. as always
   D. even though

3. What does the word *steer* mean in the sentence below?
   
   The rider uses the handlebars to steer the bike.
   
   A. make something turn
   B. make something go faster
   C. make something stop and start
   D. make something stand on one wheel
4. What does the word *waterproof* mean in the sentence below?

   Thanks to his waterproof backpack, Ryan’s books did not get wet.

   a. able to be washed  
   b. able to keep out water  
   c. able to keep things cool  
   d. able to hold a lot of things

5. What does the word *whistles* mean in the sentence below?

   When the coach whistles, the players stop their game.

   a. uses a loud voice to shout orders  
   b. waves her arms to show a special signal  
   c. twirls a red flag to send a message in code  
   d. blows air through her lips to make a high sound
Use this page from a dictionary to answer Numbers 6 through 10.

**on** 1. Opposite of off. *Turn the lamp on at night.* 2. Where a thing is found. *The dishes are on the table.* 3. About. *The show is on wild animals.* 4. At the day or time that something happens. *We always have practice on Mondays.*

**over** 1. Above something. *There is a picture hanging over the chair.* 2. From one side of something to the other side. *Ken jumped over the bench.* 3. More than a certain number. *She has saved over twenty dollars.*

**over** Finished. *The movie is over now.*

6 Which meaning of the word on is used in the sentence below?

   Elena goes to piano lessons on Saturdays.

   a) meaning 1  
   b) meaning 2  
   c) meaning 3  
   d) meaning 4

7 Which meaning of the word on is used in the sentence below?

   Mark has trouble studying when the radio is on.

   a) meaning 1  
   b) meaning 2  
   c) meaning 3  
   d) meaning 4
8 Which meaning of the word *on* is used in the sentence below?
   
   Grandpa and I watched a TV show on trains.
   
   □ meaning 1
   □ meaning 2
   □ meaning 3
   □ meaning 4

9 How many meanings for the word *over* are on the dictionary page?
   
   □ one
   □ two
   □ three
   □ four

10 Which meaning of the word *over* is used in the sentence below?
   
   Mei’s mother will pick us up at the theater when the movie is over.
   
   □ finished
   □ above something
   □ more than a certain number
   □ from one side of something to the other side
Phonics

Answer Numbers 1 through 10. Choose the best answer for each question.

1. Which word has the SAME sound as *ur* in *burn*?
   - A. barn
   - B. born
   - C. dirt
   - D. such

2. Which word has the SAME sound as *ir* in *girl*?
   - A. find
   - B. fur
   - C. glad
   - D. grin

3. Which word has the SAME sound as *er* in *mother*?
   - A. bird
   - B. mark
   - C. more
   - D. them

4. Which word has the SAME sound as *ur* in *curl*?
   - A. call
   - B. corn
   - C. push
   - D. third

5. Which word has the SAME sound as *ir* in *circus*?
   - A. chase
   - B. cross
   - C. print
   - D. turn

6. Which word has the SAME sound as *ur* in *hurt*?
   - A. first
   - B. high
   - C. hunt
   - D. that
7. Which word has the SAME sound as *er* in *letter*?
   A) large  
   B) letting  
   C) reach  
   D) turtle

8. Which word has the SAME sound as *ir* in *birth*?
   E) bath  
   F) both  
   G) germ  
   H) tire

9. Which word has the SAME sound as *er* in *winter*?
   A) deer  
   B) stir  
   C) want  
   D) wind

10. Which word has the SAME sound as *ur* in *purple*?
    E) people  
    F) puppy  
    G) rule  
    H) shirt
<table>
<thead>
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<th>TEST RECORD FORM</th>
<th>Possible Score</th>
<th>Acceptable Score</th>
<th>Student Score</th>
</tr>
</thead>
<tbody>
<tr>
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<td>7</td>
<td></td>
</tr>
<tr>
<td>Comprehension: Main Idea and Details, Cause and Effect, Anchor Text</td>
<td>10</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Phonics: ( r )-Controlled Vowels ( er, ir, ur )</td>
<td>10</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Grammar: What is an Adjective?</td>
<td>10</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>40</strong></td>
<td><strong>28</strong></td>
<td></td>
</tr>
</tbody>
</table>

Total Student Score \( \times 2.5 = \quad \% \)
1. **Central Focus**
   
a. Describe the central focus and purpose for the content you will teach in the learning segment.
   
   **Although other skills and strategies are included within this unit, phonics and vocabulary will be the focus for the basis of instruction during for this project.**
   
   **The central focus for this unit is for students to demonstrate their abilities to build blend and decode words with er, ir and ur in both their reading and writing. Students will be able to showcase these strategies for fluent reading.**
   
   **The purpose for teaching the blending and decoding of the ir, ur and er words in this section is to satisfy the second grade standard to recognize and read grade-appropriate irregularly spelled words and identify words with inconsistent but common spelling-sound correspondences. Students have worked on other variations of irregular and inconsistent spelled words throughout this school year. The purpose of introducing words with these irregular and inconsistent spelled words is to enhance the students’ language and reading skills. If students are able to blend and decode these types of words their reading and writing will become more fluent and refined.**
   
   b. Given the central focus, describe how the standards and learning objectives within your learning segment address
   - an essential literacy strategy
   - requisite skills that support use of the strategy
   - reading/writing connections
   
   **The standards and learning objectives in this learning segment is based on reading. The standards and learning objectives in this learning segment is an essential literacy strategy because it will help to expand students’ ease and fluency of reading based upon their abilities to decode and blend words. The standards and learning objectives in my learning segment is a requisite skill to further reading strategies, faster and more proficient reading and increased abilities in decoding and blending. Students will need these skills in order to master and increase their reading and writing abilities. These abilities and skills will be the foundation for later stages of the students educational success in writing and reading.**
   
   c. Explain how your plans build on each other to help students **make connections** between skills and the essential strategy to comprehend OR compose text in meaningful contexts.
   
   **My lesson plans build on each other from the previous year’s skills, the beginning of the year lessons and current lesson. Students will make connections between skills and strategies. In the previous lessons, have had to incorporate additional skills This lesson will be the next step in becoming successful readers and writers by adding additional strategies, skills and concepts in conquering unknown words.**
2. Knowledge of Students to Inform Teaching

For each of the prompts below (2a–b), describe what you know about your students with respect to the central focus of the learning segment.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

a. Prior academic learning and prerequisite skills related to the central focus—Cite evidence of what students know, what they can do, and what they are still learning to do.

** Students are in homeroom for reading. To gauge a student’s knowledge and growth they are tested periodically throughout the year. Students are tested weekly, and monitored on a daily basis for reading improvement or deficiencies. Students are also STAR tested on a monthly basis to gauge any progress or lack of progress. Students are also given MAPS tests three times a year. MAP testing occurs in the spring, winter and fall. Students are placed in small groups based upon their test results and observations. Students with below level standing may also be included within intervention groups to promote growth and progress.

Our homeroom students are split up as follows:
- Below level- 5 students (3 boys, 2 girls)
- On level- 5 students (3 boys, 2 girls)
- Above level- 6 students (1 boy, 5 girls)

b. Personal/cultural/community assets related to the central focus—What do you know about your students’ everyday experiences, cultural backgrounds and practices, and interests?

**Strengths seen in the classroom
- Students want to please those in authoritative positions.
- Students practice good manners
- Students are kind to their peers most times.
- Students try to work out their own problems rather than resorting to a teacher.
- Students strive to maintain the classroom integrity and structure.

**Weaknesses seen in the classroom
- Students lack confidence
- Students are not always welcoming to their peers
- Students struggle to work out their own problems
- Students have difficulty raising their hands, and instead shout out

**Cultural Backgrounds of Students
- The students are diverse in several ways. We have students that are supported at home by their families and those that are not as supported. Some students have consistent schedules every week with their families, while others have a different routine every night. Some of the students live with the traditional family with a mom, dad, brother and/or sister whereas some do not.
- All students speak English in the classroom and at home.

**Interests
- Students are interested in interacting with one another and making new friends (for the most part.)
- Students are interested in extra-curricular activities such as: sport, martial arts, family time, friends and computer games.

3. Supporting Students’ Literacy Learning

Respond to prompts 3a–c below. To support your justifications, refer to the instructional materials and lesson plans you have included as part of Task 1. In addition, use principles from research and/or theory to support your explanations.

a. Justify how your understanding of your students’ prior academic learning and personal/cultural/community assets (from prompts 2a–b above) guided your choice or adaptation of
learning tasks and materials. Be explicit about the connections between the learning tasks and students’ prior academic learning, assets, and research/theory.

**My students’ prior academic learning and personal/cultural/community assets guided me in my implementation of this vocabulary and phonics lesson. Although the curriculum is structured and must be followed based solely upon the publishers the areas of focus and implementation is based upon the individual needs of the students. I chose to focus this lesson where I found the needs of my students. As in past lessons I found many students struggle with the phonics and vocabulary. Students are unable to execute many skills given them in previous lessons. It is for this reason I focused my instruction on these areas. In this lesson students were not only introduced to new skills of decoding, they also had to rely on prior knowledge to assist in decoding the information presented to them.

b. Describe and justify why your instructional strategies and planned supports are appropriate for the whole class, individuals, and/or groups of students with specific learning needs.

Consider students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.

** My instructional strategies and planned supports are appropriate for the whole class because students know they are expected to participate in class discussion and do their best. Some students get frustrated easily with their reading abilities. It is because of these insecurities I wished to focus extra time on the phonics and vocabulary. Students will be able to utilize their skills and strategies to decode and blend words and letters which will enable them to build and refine their reading abilities.

c. Describe common developmental approximations or common misconceptions within your literacy central focus and how you will address them.

**Common misconceptions that may occur in the classroom during this time could potentially be: students’ lack of reading strategies. Not all students will have the foundation to properly sound out the ir, ur and er words. Students may not have the foundation to visualize the misspelling of words which have the various sounding or of /ur/ though have the various spellings. Students may have the misconception that since I, ur and er all have the same /ur/ sound they are interchangeable within the words. They may believe since the sound is the same all words have the same spelling or all words with the same sound can have any spelling which creates the correct sound.

In order to dispel these misconceptions I will stress each word has its own unique spelling. I will stress even though the sounds are the same they are not interchangeable to create a correctly spelled word. I will stress the importance of being able to visually see the words as misspelled by learning the correct spelling of the words through spelling and reading strategies.

4. Supporting Literacy Development Through Language

a. **Language Function.** Identify one language function essential for students to develop and practice the literacy strategy within your central focus. Listed below are some sample language functions. You may choose one of these or another more appropriate for your learning segment.

<table>
<thead>
<tr>
<th>Analyze</th>
<th>Argue</th>
<th>Categorize</th>
<th>Compare/contrast</th>
<th>Describe</th>
<th>Explain</th>
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</thead>
<tbody>
<tr>
<td>Interpret</td>
<td>Predict</td>
<td>Question</td>
<td>Retell</td>
<td>Summarize</td>
<td></td>
</tr>
</tbody>
</table>

**The language function that is essential for students to practice and develop in my central focus is: categorize. Students are working on categorizing when they separate words into er, ur, and ir in order to spell words. Students need to know which words have the various spellings in order to be able to speak, read and spell correctly. Placing the words in the various categories, either physically in word sorts or mentally to assist them during their readings allows them to grow as readers as spellers. This also allows students to gain the abilities to know when a word is misspelled or to be able to create their own words correctly as we did in the literacy lesson.
b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function in ways that support the essential strategy. Identify the lesson in which the learning task occurs. (Give lesson day/number.)

**A key learning task in this Animal Development unit was completed on day 20 for/D day. During this lesson the students were given the opportunity to create their own words from a packet of letters. Students were instructed to spell words with /ur/ sounds and ur, er, and ir spelling. This activity gave the students the opportunity to put their information learned into practice. Students were given additional practice when instructed to write the words formed on pieces of paper to be handed in. Having students write the words allowed them a second way of exposure to the information.**

**c. Additional Language Demands.** Given the language function and learning task identified above, describe the following associated language demands (written or oral) students need to understand and/or use:

- Vocabulary or key phrases
- **Plus** at least one of the following:
  - Syntax
  - Discourse

Consider the range of students’ understandings of the language function and other language demands—what do students already know, what are they struggling with,

**Through the lesson students were presented with new vocabulary words along with new and review high frequency words. The new vocabulary words included webbed, waterproof, steer, whistle, otherwise, junior, slippery, and finally. This is the first time this year these words will be formally introduced to the students. The new high frequency words for this unit are move, took and voice. This is the first time this year these high frequency words are introduced to the students. Nothing, across, house, behind, one, how, and out are review high frequency words as they have been previously introduced to the students. Students will be able to identify these words within their reading and writing activities of this unit.**

**During the course of the lesson, students will need to utilize discourse as well. Students will incorporate the new vocabulary and the new and review high frequency words into their daily conversations. Students will also find these words within their reading and writing activities of the unit. Students will complete work depicting the use of these words. Students will also be including /ur/ sounding words in reading and writing activities throughout the lessons.**

d. **Language Supports.** Refer to your lesson plans and instructional materials as needed in your response to the prompt.

- Describe the instructional supports (during and/or prior to the learning task) that help students understand and successfully use the language function and additional language demands identified in prompts 4a–c.

**Instructional materials that I will need in my lesson to help my students understand and be successful include white boards, the smartboard, the students edition of “Journey”, the teacher edition of “Journey”, “Think About It” worksheets, leveled readers, name sticks, packaged magnetic letters, writing or scrap paper, and the Grab and Go cards included in the “Journey” curriculum. These materials will assist me in my lessons. These materials will help the students understand the information better and have numerous opportunities for exposure and practice.**

**Due to the varying degrees of comprehension and ability with the students, it will be necessary to implement the small group instruction whenever possible. These groups will focus upon reinforcing the information through additional means. This additional time is designed to allow the students with struggling reading abilities to have additional opportunities to learn the**
information within a smaller setting of peers with similar struggles. It is also important that I introduce the
information and concepts in a way I am treating the information as though none of the students have learned the
information prior to the initial introduction by me. This will allow the struggling students to get the base line information
in a fresh setting and reinforce the information learned by the leveled and above leveled learners.

5. Monitoring Student Learning

In response to the prompts below, refer to the assessments you will submit as part of the materials for Task 1.

a. Describe how your planned formal and informal assessments will provide direct evidence that students
can use the essential literacy strategy and requisite skills to comprehend or compose text throughout
the learning segment.

**Students will be graded on both summative and formative assessments. During the whole group, students
will be graded upon participation and attention in class discussions. If students are focused and able to
respond to the questions ask in a thoughtful manner they will receive participation grades. If students are not
able to respond through lack of attention and focus a participation grade will not be received. If a student
responds incorrectly though the response is one that the student can relate to the sked question and it can be
shown the student has been attentive, participation points will also be awarded. This will show students have
been focused and attempt is being made to respond correctly. Another formative assessment through which
grading will be based is the attention to detail in the Journey Student Readers Notebook work pages,
vocabulary sheets and Think About It work pages. Students will be given work pages to be completed
throughout the unit. The ability to correctly complete the work pages will show attentiveness to group and
individual discussions.

Summative assessments will be conducted at the completion of each unit. Students will be tested on
vocabulary, grammar, comprehension and phonics skills. Every five weeks students will be graded upon their
skills in context. Students complete the assessments either digitally or through a paper and pencil process.
Students will also be graded upon their success in completing the currently assigned writing project. Students
will be graded on syntax skills along with the content and ability to execute the writing requirements for an
informative writing paper.

b. Explain how the design or adaptation of your planned assessments allows students with specific needs
to demonstrate their learning.

Consider all students, including students with IEPs or 504 plans, English language learners, struggling
readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.

** Students are expected to give their best and put for their best effort throughout the unit. The discussions,
work pages which include Readers Notebook, Vocabulary and Think About it pages, and the final summative
assessment will allow me to gauge the students understanding of information which as presented to them
throughout this unit. Gauging my students’ productiveness and comprehension, as I do allows the students to
demonstrate their understanding of the resented information. Some students are not as vocal or outspoken as
the rest of the students. Having a variety of areas in which to gauge a student’s understanding allows these
quieter students show their abilities in their terms.
Task Two: Part A Video Clips

In this section of the project, two video clips were showcased based upon the chosen lessons. The first video clip presented a view of the educator teaching within the lesson. The second video clip presented the interaction between the educator and the students. The combined time of both video clips was not to exceed 20 minutes total.
Task Two Part B: Instruction Commentary

TASK 2: INSTRUCTION COMMENTARY

Respond to the prompts below (no more than 6 single-spaced pages, including prompts) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Commentary pages exceeding the maximum will not be scored. You may insert no more than 2 additional pages of supporting documentation at the end of this file. These pages may include graphics, texts, or images that are not clearly visible in the video or a transcript for occasionally inaudible portions. These pages do not count toward your page total.

1. Which lesson or lessons are shown in the video clip(s)? Identify the lesson(s) by lesson plan number.

**Lesson 3/D Day**

Although this unit incorporates grammar, writing and comprehensions skills in various ways through the lessons, this video will focus on the phonics and vocabulary lessons within the unit. The students will be learning strategies to differentiate er, ur and ir spellings within words with /ur/ sounding vowels.

2. Promoting a Positive Learning Environment

Refer to scenes in the video clip(s) where you provided a positive learning environment.

   a. How did you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning?

   **There are students within the classroom who are not able to be videotaped. It was discussed with those students prior to the video lesson if they should be called they could respond though they could not come to the Smartboard. In the even these students were called I went on to the next student as seen in this video clip. These students did not have a permission to video consent form signed, returned and on file within the school.**

   **During the course of my lessons I have utilized name sticks to assist in keeping the students focused and on task. Students are unsure when the their name is called so they must stay aware of the lesson in the event they should have their name stick pulled.**

   **Prior to the start of the first video clip when students were properly seated we discussed classroom and discussion rules. Students were reminded to show respect to each other they must first be respectful to each other. To show this respect students are reminded to sit in a proper learning position, which includes legs crossed in front of them, hands folded and in their laps, and voices off. This shows each other we care about their learning and their learning environment. Students were reminded they are not to yell out answers. They are to raise hands and wait to be called upon to respond to the question. If they raise their hands it is showing a sign of respect by allowing the other students to each do their own learning instead of taking a response from another student who has yelled out. The student then is only repeating and not learning. Students are also to pay attention, be focused and attentive to all instruction which is occurring in the classroom pertaining to them. Students should not be having separate discussions with each other or be paying and fooling around with other items.**

   **In the first video clip, I showed mutual respect and rapport with my students at 00:43 by giving a student who read a word incorrectly a smile. This smile was used to convey it being ok to make mistakes. In past lessons we have discussed being respectful to those who are learning their own ways. This learning includes making mistakes as everyone does during a learning process. I discussed the importance of trying opposed to never trying. I again am showing that same respect to a struggling student at 1:07 by allowing a student extra time to concentrate and figure a word out by their own means. After a correct response of the word I repeat the word, give the student a smile and tell them great. I wish convey my pleasure in the correct response, along with the students dedication to sounding the word out until they find the acceptable word to respond to me. At 1:55 I have the students give thumbs up to a student with a correct response. This and various other enforcements are used to give the student an approval for a correct response. In the event the response would be incorrect the students are talked through to the correct response and then give a cheer, thumbs up, great job acknowledgement from the class and myself for working through the situation to find the correct response. At 2:36, I again work with a student on their terms and abilities to sound out words in order to correctly read and
respond to the questions. At 5:34 I state “Good” after a student responds correctly. This is one way in which I am showing they have responded correctly along with giving them approval of having the correct response for me. At 5:58, I ask a student additional questions to elicit responses in a way to guide the student to the correct response. In this way I attempt to get verbal responses from a student who is not as verbal in group settings as others. I found if the student is able to continue in a more conversational mode with me I get more information from them. At 6:15, I make an error in my information. I turn to the students and mention even teachers make mistakes also. I want them to know I also am capable of mistakes. At 9:03, a student asks if another combination of letters make the same sound. I respond “Yes” to them though we were not concentrating in that during this lesson. Acknowledging the student, allows them to feel like they have meaning and are not brushed off. At 10:00 I acknowledge a student’s incorrect response by stating they both sounded the same. This gives the student the understanding of mistakes can happen and it was easily mistaken. Video completed at 11:20

On the second video at 1:39, I again respond with “Great” to show approval of a correct response. At 5:05, during the instructions I inform students they may assist their struggling neighbor if needed after they try to complete the words on their own. Based on the seating of the room, this allows for the leveled and above leveled students to assist those which are below leveled. This still gives the student some freedom to work independently from the instructor. Video completed at 9:40. Every student within the classroom has the same opportunity to access any and all materials for their learning. Students will also be given the same opportunities to learn all lessons. Students will all be involved in the lesson through discussions and work pages. During these times students will all have the opportunity to ask and answer questions during these.

3. Engaging Students in Learning

Refer to examples from the video clip(s) in your responses to the prompts.

a. Explain how your instruction engaged students in developing an essential literacy strategy and requisite skills.

**In the video clip, my instruction engaged students by utilizing various learning techniques in developing essential literacy strategies and requisite skills. An essential literacy strategy and skill I wanted students to show is assisting others when help is needed. Prior to filming the first video we discussed the importance of sitting still with legs crossed, eyes on the speaker, pockets on the carpet and hands crossed. It was the discussed the importance of showing others respect by conducting ourselves in a positive learning position. At 5:00 in the second video clip, I discuss with students they are able to assist a struggling student though they are not to do the work for them. Every student is directed to try and complete the words before they get assistance. This conveys the importance of assisting when needed but the need to attempt the work on their own. Allowing students the opportunity to assist gives the information that collaborative instruction is acceptable at specified times.

b. Describe how your instruction linked students’ prior academic learning and personal, cultural, and community assets with new learning.

**At the beginning of the lesson and before I started recording the video clip, I reviewed information from the previous lesson. We discussed the “Penguin Chick”. At the beginning of the clip starting at 0:01 I introduced new words for sentences. These words had not been formally introduced prior to this time. Students needed to utilize what we had talked about in our lessons and what they knew previously to answer the questions correctly. At approximately 9:15 I have the student’s use prior academic learning by spelling words which have the same sound though are not spelled the same. Students need to use their previous knowledge on how these are spelt. Students had been exposed numerous times either in readings or their Readers Notebooks to these words recently. Students need to access that memory of the word to spell them correctly.

**On the second video clip I start at 0:17 asking students to give words with specific sounds and spellings. Students again will need to access their previous learning to correctly tell which words use which spelling combination to make the sounds asked about. At 2:45 on the second clip, students are asked to tell the difference between the two sets of letters. Students are asked to come up with the words consonant and vowels. Here students will need to access their previous knowledge to come up with the correct words for the letters. Starting at 3:26, I begin instruction for the activity. Here students are instructed they will create words
4. **Deepening Student Learning during Instruction**

Refer to examples from the video clip(s) in your explanations.

a. **Explain how you elicited and built on student responses to promote thinking and apply the essential literacy strategy using requisite skills to comprehend OR compose text.**

*In the video clip, I built on student responses to promote thinking by applying the essential literacy strategies using the requisite skills: listening and collaborating. After the conclusion of the second video, I strolled around the room monitoring students as they worked on their words and assisted a partner in completing words they were struggling with. When I stopped to talk with each student about their progress or to assist a struggling student, I was focused on what their thought process was I tried to ask questions which would guide me to their thinking and where they were understanding or struggling.

b. **Explain how you modeled the essential literacy strategy and supported students as they practiced and applied the strategy in a meaning-based context.**

**In the video clip, I modeled the essential literacy strategies to engage students. An essential literacy strategy and skill I wanted students to show is listening during group discussion and working collaboratively with those which are struggling. Prior to the start of the recorded videos, we discussed and demonstrated how thoughtful and good learner would be seated. We discussed appropriate behavior which included raising hands and not blurting answers out. We discussed this behavior showed not only good learners but also respectful learners. If we hollered out we would be hindering another students learning and that would not be fair to the other students.**

5. **Analyzing Teaching**

Refer to examples from the video clip(s) in your responses to the prompts.

a. **What changes would you make to your instruction—for the whole class and/or for students who need greater support or challenge—to better support student learning of the central focus (e.g., missed opportunities)?**

Consider the variety of learners in your class who may require different strategies/support, such as students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.

**As the mentor school I am with is under reconstruction they have introduced the Journey curriculum into the school. It is specified the teachers, and student teachers, will follow the curriculum without deviating from the instruction. I was instructed I would use this same curriculum for all literacy instruction. This is a structured curriculum for both the reading, writing and any associated language arts skills. This curriculum includes a standard book version for both the educator and the students, an online version for both the educator and the students, a Readers Notebook which includes all work pages for each unit, all instructional materials needed for a unit which includes vocabulary and high frequency word cards, and the paper and online options for assessments.

Based upon the curriculum and my execution of the lesson I would make changes if it was taught a second time. The first change I would make is I would not follow the book. I would keep the book in the back of the room for referencing only. I would have which words I would introduce to the students and the flow of the lesson planned and written on paper to follow instead of the book. Another change I would make is starting at 0:27, I would include more words, I would have the students read the correct word into the sentence then give the definition of the word opposed to me only using the structured words given, and not having the students give the definition when they responded to the problem. I would also include further instructions prior to the start of the process. The next change I would make would be to reword how I ask the student to participate. One time this is asked is at 1:25. I ask the student if they would like to answer the question. I also would give
the students a more definitive finish to their response. I would give them a cheer or a statement of some kind to know they had completed their response. I would verify my information prior to introducing the information in class. I would not base it upon my memory of the information. Where the student struggled with decoding the word I would give him more questions to assist in the sounding of the word opposed to giving the information to him. During the discussion on the video at approximately 10:15 I write the words on the white boards for the students to view and utilize in their spellings. I would change this by allow the students to write their own words on small white boards and comparing results after everyone has given a response. At the conclusion of the video clip I would ask students if they understood the activity we had competed and if anyone had questions pertaining to the activity. In the second video I asked if students knew what the difference was between the blue and red letters. After receiving a response I continued with the lesson. As I did not have a lot of hands raised to respond to the question, I should have stopped and regressed to verify the understanding of the consonants and vowel differences with more of the students. At 3:05, I should have stopped and verified the students understanding of the concept. I should have verified if it was a mispronunciation or a lack of understanding as to why the incorrect word was given as a response. After the introduction to the activity when I walked the room, I should have again asked individuals questions regarding the sounds opposed to if they could just tell me a word.

b. Why do you think these changes would improve student learning? Support your explanation with evidence of student learning AND principles from theory and/or research.

**By making the first change I would not be consulting the book nor have the book in immediate vicinity. This would allow me to be more natural opposed to scripted with my lesson. Students would view this as more comfortable and less structured to the book. I would be able to focus more on behavior than on making sure I stated exactly as the book wishes. In making the second change with the way I introduce the words and how we define the words the students be made to use their understanding of the words opposed to a process of elimination strategy. This will be a better way to gauge the students understanding of the information. Giving further instructions would allow the students to have a better understanding of what they should do prior to the start of the activity. Making the change in how I ask the students to participate allows it so the student is not allow to say no they would not like to answer and in essence not participate. By rephrasing the request from a question to a statement I ensure the participation of all the students. Giving the students a cheer or a more definitive acknowledgement of their response would allow the students to know if it was correct or incorrect and gives them an acknowledgement of a good try. Not allowing myself to base my lesson upon memory of a separate topic ensure I am giving correct information. Giving students’ information does not allow them the opportunity to learn on their own without relying on a second person for the support. Allowing student to write their own responses allows each student to be involved in the same learning, not just the one student which is called upon. Verifying a student’s understanding of components to a lesson is crucial to their success and mastery of the concept. If students do not have the foundation skills they can not progress in their understanding of the requirements and skills. Stopping and verifying a concept allows for less misunderstanding and confusion to occur. If the concept, word or skill is address at the time of the error it is an easier transition for a clarification. If we wait to introduce the correction or clarification the student may be unclear as to what they actual meant to say or what they were thinking at the time of the error. Asking if students have any questions allows the students the opportunity to speak up after the activity to clarify any questions they may have. Allowing students to respond to varying questions based upon their learning styles and level of reading will assist me in gauging understanding, growth and lack of growth within the letter patterns.
1. Vocabulary
Answer Numbers 1 through 5. Choose the best answer for each question.
What does the word finally mean in the sentence below?
Jan finally saw the bus coming down the street.
A. ○ at last ✓
B. ○ first in line
C. ○ everywhere
D. ○ one at a time ×
Item Comment: 

2. What does the word otherwise mean in the sentences below?
We should leave now. Otherwise, we will be late for school.
A. ○ next
B. ○ if not ✓
C. ○ as always ×
D. ○ even though
Item Comment: 

3. What does the word steer mean in the sentence below?
The rider uses the handlebars to steer the bike.
A. ○ make something turn ✓
B. ○ make something go faster ×
C. ○ make something stop and start
D. ○ make something stand on one wheel
Item Comment: 

4. What does the word waterproof mean in the sentence below?
Thanks to his waterproof backpack, Ryan's books did not get wet.
A. ○ able to be washed
B. ○ able to keep out water ✓
C. ○ able to keep things cool ×
D. ○ able to hold a lot of things
Item Comment: 

5. What does the word whistles mean in the sentence below?
When the coach whistles, the players stop their game.
A. ○ uses a loud voice to shout orders
B. ○ waves her arms to show a special signal
C. ○ twirls a red flag to send a message in code
D. ○ blows air through her lips to make a high sound ✓
Item Comment: 

6. Use this page from a dictionary to answer Numbers 6 through 10.

on 1. Opposite of off. Turn the lamp on at night. 2. Where a thing is found. The dishes are on the table. 3. About The show is on wild animals. 4. At the day or time that something happens. We always have practice on Mondays.

over 1. Above something. There is a picture hanging over the chair. 2. From one side of something to the other side. Ken jumped over the bench. 3. More than a certain number. She has saved over twenty dollars. over 4. Finished. The movie is over now.

Which meaning of the word on is used in the sentence below?

Elena goes to piano lessons on Saturdays.

A. ☑ meaning 1 ✗
B. ◯ meaning 2
C. ◯ meaning 3
D. ◯ meaning 4 ✓

Item Comment:

7. Which meaning of the word on is used in the sentence below?

Mark has trouble studying when the radio is on.

A. ◯ meaning 1 ✓
B. ◯ meaning 2
C. ◯ meaning 3
D. ◯ meaning 4 ✗

Item Comment:

8. Which meaning of the word on is used in the sentence below?

Grandpa and I watched a TV show on trains.

A. ◯ meaning 1
B. ◯ meaning 2
C. ☑ meaning 3 ✓
D. ◯ meaning 4

Item Comment:

9. How many meanings for the word over are on the dictionary page?

A. ◯ one
B. ◯ two
C. ☑ three ✓
D. ◯ four ✓

Item Comment:
10. Which meaning of the word *over* is used in the sentence below?

Mei's mother will pick us up at the theater when the movie is over.
A. ♦ finished ✓
B. ♦ above something ✗
C. ♦ more than a certain number
D. ♦ from one side of something to the other side
Item Comment: 

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1. Phonics

**Answer Numbers 23 through 32. Choose the best answer for each question.**

Which word has the SAME sound as *ur* in *burn*?
A. ♦ barn
B. ♦ born ✗
C. ♦ dirt ✓
D. ♦ such
Item Comment: 

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2. Which word has the SAME sound as *ir* in *girl*?
A. ♦ find
B. ♦ fur ✓
C. ♦ glad
D. ♦ grin
Item Comment: 

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3. Which word has the SAME sound as *er* in *mother*?
A. ♦ bird ✓
B. ♦ mark
C. ♦ more
D. ♦ them
Item Comment: 

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4. Which word has the SAME sound as *ur* in *curl*?
A. ♦ call
B. ♦ corn
C. ♦ push
D. ♦ third ✓
Item Comment: 

Note: The comments in the image are not part of the question and are not relevant to the content of the document.
5. Which word has the SAME sound as *ir* in *circus*?
   A. *chase  
   B. *cross  
   C. *print  
   D. *turn  
   Item Comment:

6. Which word has the SAME sound as *ur* in *hurt*?
   A. *first  
   B. *high  
   C. *hurt  
   D. *that  
   Item Comment:

7. Which word has the SAME sound as *er* in *letter*?
   A. *large  
   B. *letting  
   C. *reach  
   D. *turtle  
   Item Comment:

8. Which word has the SAME sound as *ir* in *birth*?
   A. *bath  
   B. *both  
   C. *germ  
   D. *tire  
   Item Comment:

9. Which word has the SAME sound as *er* in *winter*?
   A. *deer  
   B. *stir  
   C. *want  
   D. *wind  
   Item Comment:

10. Which word has the SAME sound as *ur* in *purple*?
    A. *people  
    B. *puppy  
    C. *rule  
    D. *shirt  
    Item Comment:
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Total Student Score $\times 2.5 = 55\%$
1. **Vocabulary**
   Answer Numbers 1 through 5. Choose the best answer for each question.
   What does the word *finally* mean in the sentence below?
   Jan *finally* saw the bus coming down the street.
   A. ● at last ✓
   B. ○ first in line
   C. ○ everywhere
   D. ○ one at a time
   Item Comment: 

2. What does the word *otherwise* mean in the sentences below?
   We should leave now. *Otherwise*, we will be late for school.
   A. ○ next
   B. ○ if not ✓
   C. ○ as always
   D. ○ even though ✗
   Item Comment: 

3. What does the word *steer* mean in the sentence below?
   The rider uses the handlebars to *steer* the bike.
   A. ○ make something turn ✓
   B. ○ make something go faster
   C. ○ make something stop and start
   D. ○ make something stand on one wheel
   Item Comment: 

4. What does the word *waterproof* mean in the sentence below?
   Thanks to his *waterproof* backpack, Ryan’s books did not get wet.
   A. ○ able to be washed
   B. ○ able to keep out water ✓
   C. ○ able to keep things cool
   D. ○ able to hold a lot of things
   Item Comment: 

5. What does the word *whistles* mean in the sentence below?
   When the coach *whistles*, the players stop their game.
   A. ○ uses a loud voice to shout orders ✗
   B. ○ waves her arms to show a special signal
   C. ○ twirls a red flag to send a message in code
   D. ○ blows air through her lips to make a high sound ✓
   Item Comment: 

   **Student B**
6. Use this page from a dictionary to answer Numbers 6 through 10.

- on 1. Opposite of off. Turn the lamp on at night. 2. Where a thing is found. The dishes are on the table. 3. About. The show is on wild animals. 4. At the day or time that something happens. We always have practice on Mondays.

- over 1. Above something. There is a picture hanging over the chair. 2. From one side of something to the other side. Ken jumped over the bench. 3. More than a certain number. She has saved over twenty dollars. 4. Finished. The movie is over now.

Which meaning of the word on is used in the sentence below?

Elena goes to piano lessons on Saturdays.

A. ◯ meaning 1
B. ◯ meaning 2
C. ◯ meaning 3 •
D. ◯ meaning 4 ✓
Item Comment: ________________________________

7. Which meaning of the word on is used in the sentence below?

Mark has trouble studying when the radio is on.

A. ◯ meaning 1 ✓
B. ◯ meaning 2 •
C. ◯ meaning 3
D. ◯ meaning 4
Item Comment: ________________________________

8. Which meaning of the word on is used in the sentence below?

Grandpa and I watched a TV show on trains.

A. ◯ meaning 1
B. ◯ meaning 2
C. ◯ meaning 3 ✓
D. ◯ meaning 4
Item Comment: ________________________________

9. How many meanings for the word over are on the dictionary page?

A. ◯ one
B. ◯ two
C. ◯ three •
D. ◯ four ✓
Item Comment: ________________________________
10. Which meaning of the word overs is used in the sentence below?

Mei's mother will pick us up at the theater when the movie is over.

A. ○ finished ✓
B. ○ above something ✗
C. ○ more than a certain number
D. ○ from one side of something to the other side

Item Comment: ____________________________

1. Phonics

Answer Numbers 23 through 32. Choose the best answer for each question.

Which word has the SAME sound as ur in burn?

A. ○ barn ✗
B. ○ born ✓
C. ○ dirt ✓
D. ○ such

Item Comment: ____________________________

2. Which word has the SAME sound as ir in girl?

A. ○ find ✓
B. ○ fur ✓
C. ○ glad
D. ○ grin

Item Comment: ____________________________

3. Which word has the SAME sound as er in mother?

A. ○ bird ✓
B. ○ mark ✗
C. ○ more
D. ○ them

Item Comment: ____________________________

4. Which word has the SAME sound as ur in curl?

A. ○ call ✓
B. ○ com ✗
C. ○ push
D. ○ third ✓

Item Comment: ____________________________
5. Which word has the SAME sound as *ir* in *circus*?
   A. ○ chase
   B. ✗ cross
   C. ○ print
   D. ○ turn
   Item Comment: ____________________________

6. Which word has the SAME sound as *ur* in *hurt*?
   A. ○ first ✓
   B. ○ high
   C. ○ hunt
   D. ○ that
   Item Comment: ____________________________

7. Which word has the SAME sound as *er* in *letter*?
   A. ○ large
   B. ○ letting
   C. ○ reach
   D. ○ turtle ✓
   Item Comment: ____________________________

8. Which word has the SAME sound as *ir* in *birth*?
   A. ○ bath ✗
   B. ○ both
   C. ○ germ ✓
   D. ○ tire
   Item Comment: ____________________________

9. Which word has the SAME sound as *er* in *winter*?
   A. ○ deer
   B. ○ stir ✓
   C. ○ want
   D. ○ wind
   Item Comment: ____________________________

10. Which word has the SAME sound as *ur* in *purple*?
    A. ○ people ✗
    B. ○ puppy
    C. ○ rule
    D. ○ shirt ✓
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Total Student Score × 2.5 = 90%
1. **Vocabulary**

   **Answer Numbers 1 through 5. Choose the best answer for each question.**

   What does the word *finally* mean in the sentence below?
   
   Jan finally saw the bus coming down the street.

   A. ❑ at last ✓ 
   B. ○ first in line
   C. ○ everywhere
   D. ○ one at a time

   **Item Comment:**

2. What does the word *otherwise* mean in the sentences below?

   **We should leave now. Otherwise, we will be late for school.**

   A. ○ next
   B. ○ if not ✓
   C. ○ as always
   D. ○ even though

   **Item Comment:**

3. What does the word *steer* mean in the sentence below?

   **The rider uses the handlebars to steer the bike.**

   A. ○ make something turn ✓
   B. ○ make something go faster
   C. ○ make something stop and start
   D. ○ make something stand on one wheel

   **Item Comment:**

4. What does the word *waterproof* mean in the sentence below?

   **Thanks to his waterproof backpack, Ryan’s books did not get wet.**

   A. ○ able to be washed
   B. ○ able to keep out water ✓
   C. ○ able to keep things cool
   D. ○ able to hold a lot of things

   **Item Comment:**

5. What does the word *whistles* mean in the sentence below?

   **When the coach whistles, the players stop their game.**

   A. ○ uses a loud voice to shout orders
   B. ○ waves her arms to show a special signal
   C. ○ twirls a red flag to send a message in code
   D. ○ blows air through her lips to make a high sound ✓

   **Item Comment:**
6. Use this page from a dictionary to answer Numbers 6 through 10.

<table>
<thead>
<tr>
<th>on 1. Opposite of off. Turn the lamp on at night. 2. Where a thing is found. The dishes are on the table. 3. About. The show is on wild animals. 4. At the day or time that something happens. We always have practice on Mondays.</th>
</tr>
</thead>
<tbody>
<tr>
<td>over 1. Above something. There is a picture hanging over the chair. 2. From one side of something to the other side. Ken jumped over the bench. 3. More than a certain number. She has saved over twenty dollars. 4. Finished. The movie is over now.</td>
</tr>
</tbody>
</table>

Which meaning of the word on is used in the sentence below?

**Elena goes to piano lessons on Saturdays.**

A. ◯ meaning 1
B. ◯ meaning 2
C. ◯ meaning 3
D. ◯ meaning 4 🟢

Item Comment: 

7. Which meaning of the word on is used in the sentence below?

**Mark has trouble studying when the radio is on.**

A. ◯ meaning 1 🟢
B. ◯ meaning 2
C. ◯ meaning 3
D. ◯ meaning 4

Item Comment: 

8. Which meaning of the word on is used in the sentence below?

**Grandpa and I watched a TV show on trains.**

A. ◯ meaning 1
B. ◯ meaning 2
C. ◯ meaning 3 🟢
D. ◯ meaning 4

Item Comment: 

9. How many meanings for the word over are on the dictionary page?

A. ◯ one
B. ◯ two
C. ◯ three
D. ◯ four 🟢

Item Comment: 
10. Which meaning of the word *over* is used in the sentence below?
   Mel's mother will pick us up at the theater when the movie is over.
   A. from a certain point of departure
   B. above something
   C. more than a certain number
   D. from one side of something to the other side
   Item Comment: ________

1. **Phonics**
   Answer Numbers 23 through 32. Choose the best answer for each question.
   Which word has the SAME sound as *ur* in *burn*?
   A. barn
   B. born ❌
   C. dirt ✔
   D. such
   Item Comment: ________

2. Which word has the SAME sound as *ir* in *girl*?
   A. find
   B. fur ✔
   C. glad
   D. grin ❌
   Item Comment: ________

3. Which word has the SAME sound as *er* in *mother*?
   A. bird ✔
   B. mark
   C. more ❌
   D. them
   Item Comment: ________

4. Which word has the SAME sound as *ur* in *curl*?
   A. call ❌
   B. corn
   C. push
   D. third ✔
   Item Comment: ________
5. Which word has the SAME sound as *ir* in *circus*?
   A. ○ chase
   B. ✗ cross
   C. ○ print
   D. ○ turn
   Item Comment: 

6. Which word has the SAME sound as *ur* in *hurt*?
   A. ○ first
   B. ○ high
   C. ✗ hunt
   D. ○ that
   Item Comment: 

7. Which word has the SAME sound as *er* in *letter*?
   A. ✗ large
   B. ○ letting
   C. ○ reach
   D. ○ turtle
   Item Comment: 

8. Which word has the SAME sound as *ir* in *birth*?
   A. ○ bath
   B. ✗ both
   C. ○ germ
   D. ○ tire
   Item Comment: 

9. Which word has the SAME sound as *er* in *winter*?
   A. ○ deer
   B. ○ stir
   C. ○ want
   D. ✗ wind
   Item Comment: 

10. Which word has the SAME sound as *ur* in *purple*?
    A. ○ people
    B. ✗ puppy
    C. ○ rule
    D. ○ shirt
    Item Comment: 

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<td><strong>Grammar:</strong> What Is an Adjective?</td>
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Total Student Score × 2.5 = 62.5%
1. **Vocabulary**
   Answer Numbers 1 through 5. Choose the best answer for each question.
   What does the word **finally** mean in the sentence below?
   Jan finally saw the bus coming down the street.
   A. ○ at last ✓
   B. ○ first in line
   C. ○ everywhere
   D. ○ one at a time ×
   Item Comment: ____________________________________________

2. What does the word **otherwise** mean in the sentences below?
   We should leave now. Otherwise, we will be late for school.
   A. ○ next
   B. ○ if not ✓
   C. ○ as always ×
   D. ○ even though
   Item Comment: ____________________________________________

3. What does the word **steer** mean in the sentence below?
   The rider uses the handlebars to steer the bike.
   A. ○ make something turn ✓
   B. ○ make something go faster ×
   C. ○ make something stop and start
   D. ○ make something stand on one wheel
   Item Comment: ____________________________________________

4. What does the word **waterproof** mean in the sentence below?
   Thanks to his waterproof backpack, Ryan's books did not get wet.
   A. ○ able to be washed
   B. ○ able to keep out water ✓
   C. ○ able to keep things cool ×
   D. ○ able to hold a lot of things
   Item Comment: ____________________________________________

5. What does the word **whistles** mean in the sentence below?
   When the coach whistles, the players stop their game.
   A. ○ uses a loud voice to shout orders
   B. ○ waves her arms to show a special signal
   C. ○ twirls a red flag to send a message in code
   D. ○ blows air through her lips to make a high sound ✓
   Item Comment: ____________________________________________
Use this page from a dictionary to answer Numbers 6 through 10.

1. Opposite of off. Turn the lamp on at night. 2. Where a thing is found. The dishes are on the table. 3. About. The show is on wild animals. 4. At the day or time that something happens. We always have practice on Mondays.

over 1. Above something. There is a picture hanging over the chair. 2. From one side of something to the other side. Ken jumped over the bench. 3. More than a certain number. She has saved over twenty dollars. 4. Finished. The movie is over now.

Which meaning of the word on is used in the sentence below?

Elena goes to piano lessons on Saturdays.
A. ◐ meaning 1 ✗
B. ◐ meaning 2
C. ◐ meaning 3
D. ◐ meaning 4 ✓

Item Comment: 

7. Which meaning of the word on is used in the sentence below?

Mark has trouble studying when the radio is on.
A. ◐ meaning 1 ✓
B. ◐ meaning 2
C. ◐ meaning 3
D. ◐ meaning 4 ✗

Item Comment: 

8. Which meaning of the word on is used in the sentence below?

Grandpa and I watched a TV show on trains.
A. ◐ meaning 1
B. ◐ meaning 2
C. ◐ meaning 3 ✓
D. ◐ meaning 4

Item Comment: 

9. How many meanings for the word over are on the dictionary page?
A. ◐ one
B. ◐ two
C. ◐ three ✗
D. ◐ four ✓

Item Comment: 

Good use of dictionary page provided.
10. Which meaning of the word over is used in the sentence below?
   Mei's mother will pick us up at the theater when the movie is over.
   A. finished ✓
   B. over something ✗
   C. over more than a certain number
   D. over from one side of something to the other side
   Item Comment: 

1. Phonics
   Answer Numbers 23 through 32. Choose the best answer for each question.
   Which word has the SAME sound as ur in burn?
   A. barn ✓
   B. born ✗
   C. dirt ✓
   D. such
   Item Comment: 

2. Which word has the SAME sound as ir in girl?
   A. find ✓
   B. fur ✓
   C. glad
   D. grin
   Item Comment: 

3. Which word has the SAME sound as er in mother?
   A. bird ✓
   B. mark
   C. more
   D. them
   Item Comment: 

4. Which word has the SAME sound as ur in cur?
   A. call
   B. corn
   C. push
   D. third ✓
   Item Comment: 

You really listened for the same sound in each word.
Make sure you are not doing beginning sounds when you are to be listening for same vowel sounds.
5. Which word has the SAME sound as ir in circus?
   A. ○ chase
   B. ○ cross
   C. ○ print
   D. ○ turn ✓
   Item Comment: 

6. Which word has the SAME sound as ur in hurt?
   A. ○ first ✓
   B. ○ high
   C. ○ hunt
   D. ○ that
   Item Comment: 

7. Which word has the SAME sound as er in letter?
   A. ○ large
   B. ○ letting
   C. ○ reach ×
   D. ○ turtle ✓
   Item Comment: 

8. Which word has the SAME sound as ir in birth?
   A. ○ bath
   B. ○ both
   C. ○ germ ✓
   D. ○ tire
   Item Comment: 

9. Which word has the SAME sound as er in winter?
   A. ○ deer
   B. ○ stir ✓
   C. ○ want
   D. ○ wind
   Item Comment: 

10. Which word has the SAME sound as ur in purple?
    A. ○ people
    B. ○ puppy
    C. ○ rule
    D. ○ shirt ✓
    Item Comment: 

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Total Student Score $\times 2.5 = 55\%$
1. **Vocabulary**
   Answer Numbers 1 through 5. Choose the best answer for each question.

What does the word *finally* mean in the sentence below?

Jan **finally** saw the bus coming down the street.

A. ⬤ at last ✓
B. ○ first in line
C. ○ everywhere
D. ○ one at a time

**Item Comment:**

2. What does the word *otherwise* mean in the sentences below?  

*We should leave now. Otherwise, we will be late for school.*

A. ○ next
B. ○ if not ✓
C. ○ as always
D. ⬤ even though ×

**Item Comment:**

3. What does the word *steer* mean in the sentence below?

*The rider uses the handlebars to steer the bike.*

A. ⬤ make something turn ✓
B. ○ make something go faster
C. ○ make something stop and start
D. ○ make something stand on one wheel

**Item Comment:**

4. What does the word *waterproof* mean in the sentence below?

*Thanks to his *waterproof* backpack, Ryan's books did not get wet.*

A. ○ able to be washed
B. ⬤ able to keep out water ✓
C. ○ able to keep things cool
D. ○ able to hold a lot of things

**Item Comment:**

5. What does the word *whistles* mean in the sentence below?

*When the coach *whistles*, the players stop their game.*

A. ⬤ uses a loud voice to shout orders ×
B. ○ waves her arms to show a special signal
C. ○ twirls a red flag to send a message in code
D. ○ blows air through her lips to make a high sound ✓

**Item Comment:**

B-1
6. Use this page from a dictionary to answer Numbers 6 through 10.

| on 1. Opposite of off. Turn the lamp on at night. 2. Where a thing is found. The dishes are on the table. 3. About. The show is on wild animals. 4. At the day or time that something happens. We always have practice on Mondays. |
| over 1. Above something. There is a picture hanging over the chair. 2. From one side of something to the other side. Ken jumped over the bench. 3. More than a certain number. She has saved over twenty dollars. 4. Finished. The movie is over now. |

Which meaning of the word on is used in the sentence below?
Elena goes to piano lessons on Saturdays.
A. ◯ meaning 1
B. ◯ meaning 2
C. ◯ meaning 3 X
D. ◯ meaning 4 ✓
Item Comment: |

7. Which meaning of the word on is used in the sentence below?
Mark has trouble studying when the radio is on.
A. ◯ meaning 1 ✓
B. ◯ meaning 2 X
C. ◯ meaning 3
D. ◯ meaning 4
Item Comment: |

8. Which meaning of the word over is used in the sentence below?
Grandpa and I watched a TV show over trains.
A. ◯ meaning 1
B. ◯ meaning 2
C. ◯ meaning 3 ✓
D. ◯ meaning 4
Item Comment: |

9. How many meanings for the word over are on the dictionary page?
A. ◯ one
B. ◯ two
C. ◯ three X
D. ◯ four ✓
Item Comment: |
10. Which meaning of the word over is used in the sentence below?

Mei's mother will pick us up at the theater when the movie is over.
A. ☑ finished
B. ✗ above something
C. ☑ more than a certain number
D. ☑ from one side of something to the other side
Item Comment: 

1. Phonics

Answer Numbers 23 through 32. Choose the best answer for each question.

Which word has the SAME sound as ur in burn?

A. ☑ barn
B. ✗ born
C. ☑ dirt
D. ☑ such
Item Comment: 

2. Which word has the SAME sound as ir in girl?

A. ☑ find
B. ☑ fur
C. ☑ glad
D. ☑ grin
Item Comment: 

3. Which word has the SAME sound as er in mother?

A. ☑ bird
B. ✗ mark
C. ☑ more
D. ☑ them
Item Comment: 

4. Which word has the SAME sound as ur in cur?

A. ☑ call
B. ✗ corn
C. ☑ push
D. ☑ third
Item Comment: 

Slow down and take your time. Watch for same sound, not same letters.
5. Which word has the SAME sound as *ir* in *circus*? 
   A. ○ chase 
   B. ○ cross ✗ 
   C. ○ print 
   D. ○ turn ✓ 
   Item Comment: 

6. Which word has the SAME sound as *ur* in *hurt*? 
   A. ○ first ✓ 
   B. ○ high 
   C. ○ hunt 
   D. ○ that 
   Item Comment: 

7. Which word has the SAME sound as *er* in *letter*? 
   A. ○ large 
   B. ○ letting 
   C. ○ reach 
   D. ○ turtle ✓ 
   Item Comment: 

8. Which word has the SAME sound as *ir* in *birth*? 
   A. ○ bath ✗ 
   B. ○ both 
   C. ○ germ ✓ 
   D. ○ tire 
   Item Comment: 

9. Which word has the SAME sound as *er* in *winter*? 
   A. ○ deer 
   B. ○ stir ✓ 
   C. ○ want 
   D. ○ wind 
   Item Comment: 

10. Which word has the SAME sound as *ur* in *purple*? 
    A. ○ people ✗ 
    B. ○ puppy 
    C. ○ rule 
    D. ○ shirt ✓ 
    Item Comment: 

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Total Student Score × 2.5 = 90 %
Task 3 Part B: Evidence of Student C Feedback

1. Vocabulary
Answer Numbers 1 through 5. Choose the best answer for each question.
What does the word finally mean in the sentence below?
Jan finally saw the bus coming down the street.
A. at last ✓
B. first in line
C. everywhere
D. one at a time
Item Comment:

2. What does the word otherwise mean in the sentences below?
We should leave now. Otherwise, we will be late for school.
A. next
B. if not ✓
C. as always
D. even though
Item Comment:

3. What does the word steer mean in the sentence below?
The rider uses the handlebars to steer the bike.
A. make something turn ✓
B. make something go faster
C. make something stop and start
D. make something stand on one wheel
Item Comment:

4. What does the word waterproof mean in the sentence below?
Thanks to his waterproof backpack, Ryan's books did not get wet.
A. able to be washed
B. able to keep out water ✓
C. able to keep things cool
D. able to hold a lot of things
Item Comment:

5. What does the word whistles mean in the sentence below?
When the coach whistles, the players stop their game.
A. uses a loud voice to shout orders
B. waves her arms to show a special signal
C. twirls a red flag to send a message in code
D. blows air through her lips to make a high sound ✓
Item Comment:
6. Use this page from a dictionary to answer Numbers 6 through 10.

   on 1. Opposite of off. Turn the lamp on at night. 2. Where a thing is found. The dishes are on the table. 3. About. The show is on wild animals. 4. At the day or time that something happens. We always have practice on Mondays.

   over 1. Above something. There is a picture hanging over the chair. 2. From one side of something to the other side. Ken jumped over the bench. 3. More than a certain number. She has saved over twenty dollars. 4. Finished. The movie is over now.

   Which meaning of the word on is used in the sentence below?

   Elena goes to piano lessons on Saturdays.

   A. ∙ meaning 1
   B. ∙ meaning 2
   C. ∙ meaning 3
   D. ∙ meaning 4 ✓
   Item Comment: 

   7. Which meaning of the word on is used in the sentence below?

   Mark has trouble studying when the radio is on.

   A. ∙ meaning 1 ✓
   B. ∙ meaning 2
   C. ∙ meaning 3
   D. ∙ meaning 4
   Item Comment: 

   8. Which meaning of the word on is used in the sentence below?

   Grandpa and I watched a TV show on trains.

   A. ∙ meaning 1
   B. ∙ meaning 2
   C. ∙ meaning 3 ✓
   D. ∙ meaning 4
   Item Comment: 

   9. How many meanings for the word over are on the dictionary page?

   A. ∙ one
   B. ∙ two
   C. ∙ three
   D. ∙ four ✓
   Item Comment: 

10. Which meaning of the word over is used in the sentence below?

Mei's mother will pick us up at the theater when the movie is over.

A. @ finished ✓
B. o above something
C. o more than a certain number
D. o from one side of something to the other side

Item Comment:

1. Phonics

Answer Numbers 23 through 32. Choose the best answer for each question.

Which word has the SAME sound as ur in burn?

A. o barn ✓
B. o born ×
C. o dirt ✓
D. o such

Item Comment:

2. Which word has the SAME sound as ir in girl?

A. o find ✓
B. o fur ✓
C. o glad ×
D. o grin ×

Item Comment:

3. Which word has the SAME sound as er in mother?

A. o bird ✓
B. o mark ✓
C. o more ×
D. o them

Item Comment:

4. Which word has the SAME sound as ur in curl?

A. o call ×
B. o corn ✓
C. o push
D. o third ✓

Item Comment:
5. Which word has the SAME sound as *ir* in *circus*?
   A. ○ chase
   B. ○ cross ×
   C. ○ print
   D. ○ turn ✓
   Item Comment: ____________________________

6. Which word has the SAME sound as *ur* in *hurt*?
   A. ○ first ✓
   B. ○ high
   C. ○ hurt ×
   D. ○ thal
   Item Comment: ____________________________

7. Which word has the SAME sound as *er* in *letter*?
   A. ○ large ×
   B. ○ letting
   C. ○ reach
   D. ○ turtle ✓
   Item Comment: ____________________________

8. Which word has the SAME sound as *ir* in *birth*?
   A. ○ bath
   B. ○ both ×
   C. ○ germ ✓
   D. ○ tire
   Item Comment: ____________________________

9. Which word has the SAME sound as *er* in *winter*?
   A. ○ deer
   B. ○ stir ✓
   C. ○ want
   D. ○ wind ×
   Item Comment: ____________________________

10. Which word has the SAME sound as *ur* in *purple*?
    A. ○ people
    B. ○ puppy ×
    C. ○ rule
    D. ○ shirt ✓
    Item Comment: ____________________________
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<td><strong>Comprehension:</strong> Main Idea and Details, Cause and Effect, Anchor Text</td>
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Total Student Score \( \times 2.5 = 62.5\% \)
1. Analyzing Student Learning

a. Identify the specific learning objectives and standards measured by the assessment you chose for analysis.

**The specific learning objectives geared towards the assessment in Unit 21 Animal Development include that by the end of this lesson, students will be able to (1) Substitute vowel sounds in words to make new words, (2) Build, blend and decode words with er, (3) Reread text with words with er and High-Frequency words for fluency practice and (4) Reading and applying er, ir and ur to both reading and writing.**

**The following standards this unit meets are (1) CCSS.ELA-Literacy.RF.2.3.f Recognize and read grade-appropriate irregularly spelled words, (2) CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe, (3) CCSS.ELA-Literacy.SL.2.1.a Follow agreed-upon rules for discussions (4) CCSS.ELA-Literacy.RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences.**

b. Provide a graphic (table or chart) or narrative that summarizes student learning for your whole class. Be sure to summarize student learning for all evaluation criteria submitted in Task 3, Part D.

**Lesson 21 Assessment (Phonics) results:**

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**Lesson 21 Assessment (Vocabulary) results:**

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<tr>
<th>Score of 4:</th>
<th>Score of 3:</th>
<th>Score of 2:</th>
<th>Score of 1:</th>
<th>Expired</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
<td>6</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

This chart summarizes my students’ ability to change vowels, to create new words and use and comprehend new vocabulary within writing and reading contexts. Many of the students understood these concepts within their daily routines of discussions, Readers Notebook pages, Vocabulary sheets and Think About It pages. However some of these same students were not showing a comprehension level on their assessment. It was found on some students, they lacked focus and hurried on the assessments. These students chose not to read the questions or follow directions. When discussing the low scores on the assessments these students stated they had hurried and just clicked any response. These students stated they had not wanted to return back to the dictionary pages for assistance so they just guessed on the responses in attempts to get some correct. One student was not in attendance for any of the unit and did not take the assessment.

c. Use evidence found in the 3 student work samples and the whole class summary to analyze the patterns of learning for the whole class and differences for groups or individual learners relative to the essential literacy strategy AND requisite skills

Consider what students understand and do well, and where they continue to struggle (e.g., common errors, confusions, need for greater challenge).

**The standards and learning objectives in my learning segment were based on phonics and vocabulary. These objectives in my learning segment are an essential literacy strategy because it helped to expand**
students’ knowledge of building, decoding, blending, and substituting sounds, and letters to create new words. This also helped the students to practice their basic vocabulary and phonics. By referring to the chart above in question 1, part b, it shows the summary of my students’ ability to complete an assessment based upon their understanding of discussions, and assignments on phonics and vocabulary. Many of the students showed their comprehension of the presented skills during the discussion and work pages of the unit. However during the assessment these same students were not able to show mastery of these same skills. It was found many students which mastery level dropped during this time were not focused and did not take time to read or follow the directions of both the educator and the assessment. These students completed the assessments quickly without reading or taking time to process the questions asked.

**The requisite skills needed for this unit include the ability to be able to decode, blend and build words with various vowel sound combinations, knowing the sounds for each letter of the alphabet and knowing how combinations of letters go together to make sounds. Students will also need to know high-frequency and words to assist in learning vocabulary words. The standards and learning objectives in my learning segment are also considered requisite skills. These skills support the use and strategies needed to help students master the basic skills needed for reading and writing. These skills will help students to be successful later down the road in higher grades and into their adulthood by giving them foundational skills to build upon.**

2. Feedback to Guide Further Learning

Refer to specific evidence of submitted feedback to support your explanations.

a. In what form did you submit your evidence of feedback for the 3 focus students? (Delete choices that do not apply.)
   - Written directly on work samples or in a separate document

b. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the standards/objectives measured.

**My feedback provided to the 3 focus students helps to address their individual needs due to the fact I praised students on what they excel at and showed students what they need to improve on. Informing students of their strengths is beneficial because it shows students that they are doing well and helps to make students confident in their work. It is also important to address students’ weaknesses because it will help them to improve in their work and better prepare them for their future. Based on the learning objectives of my lesson, students need to understand fundamental skills in reading to assist them in building, decoding and blending sounds to create new words, It is also important for students to understand the meaning of what they are reading in order to decipher unknown vocabulary words. Exceling in these areas will help students to become more advanced writers and better readers.**

c. Describe how you will support students to apply the feedback to guide improvement, either within the learning segment or at a later time.

**To support my students on this learning segment, I will need to focus on their individual needs. Because I have gauged students’ strengths and weaknesses, I will be able to challenge them based on their specific learning needs throughout their writing and reading assignments. I can challenge students in a way that helps students to gain confidence by slowly improving within their specific improvement areas. Because the basic skills of writing and reading can be used in various situations, I will need to encourage and support students to use their learned skills of reading which include chunking, decoding, blending and even stretching words to isolate sounds. Students will also need to become familiar with ways words are spelled in order to recognize which spelling is the correct one for the word where there are multiple options of the same sounds. I can also support them through assisting in their reading by giving individual and small group support structured for their needs. We will continue to introduce and utilize previous reading, decoding and blending strategies to assist students in gaining reading skills. Students needing additional assistance outside the classroom will continue to receive assistance in the form of interventions. These interventions are taught by our Title 1 teachers and paraprofessionals. Throughout the rest of their lifetime, students will experience the need and benefit of using
their basic reading writing skills. It is in their best interest we give them the tools and practice of these tools to use in the future.

3. Evidence of Language Understanding and Use

You may provide evidence of students’ language use from ONE, TWO, OR ALL THREE of the following sources:

1. Use video clip(s) from Task 2 and provide time-stamp references for language use.

2. Submit an additional video file named “Language Use” of no more than 5 minutes in length and provide time-stamp references for student language use (this can be footage of one or more students’ language use). Submit the clip in Task 3, Part B.

3. Use the student work samples analyzed in Task 3 and cite language use.

When responding to the prompt below, use concrete examples from the video clip(s) (using time-stamp references) and/or student work samples as evidence. Evidence from the clip(s) may focus on one or more students.

a. Explain the extent to which your students were able to use or struggled to use language (selected function, vocabulary, and additional identified language demands from Task 1) to develop content understandings.

**Based on students’ assessments, I discovered that although the students were capable of correctly completing their Readers Notebook pages, vocabulary work sheets and large group discussions they were unable to complete the assessment correctly. It was found many of the students did not read the directions, follow the directions or listen to the instructions from the educator giving the assessment. As all assessments were completed on computers or venues, these students chose to choose responses randomly without any thought going into the responses they chose. These students did not read the questions or take their time in completing this work.

**When considering which student work to include for this task, I found I wished to include one student from each of the three literacy groups within the classroom. I decided on one from each group to ensure each level of student learning would be represented. The students chosen are as follows...

Student A...Below leveled reader
Student B...On level reader
Student C...Above level reader

With the initial assessment in phonics it was determined out of the three students chosen, one student mastered the phonics section of the assessment. This student is classified as the below level reader. This student received an 80% on this section. This student is given additional time and allowed to have a Title 1 paraprofessional read assist her reading the assessment. The student classified as the on level reader earned a 40% on their assessment for phonics. This student hurried through the assessment not completely reading instructions and only partially listening to the directions. This student was able to match comparable beginning and ending letters though the instructions asked for words with comparable /ur/ sounds with various spellings. If this student had taken additional time on the assessment their grade would have been increased as their weekly work showed this student had mastered the concepts. The final student is classified as an above level reader. This student earned a 0% on their phonics assessment. This score is not in line with their weekly scores for work pages and discussions. When discussing the reason for the extremely low grade with the student it was found the student had not read the instructions and chose to complete the assessment without instructions so they could finish early.

**With the initial assessment in vocabulary it was determined out of the three students chosen, one student mastered the phonics section of the assessment. This student is classified as the above level reader. This student received a 100% on this section. This student was reminded to take their time, read all instructions and wait for any additional instructions from the educators. This score is in line with the work completed by the
student and the amount of correct responses during classroom discussions. The student classified as the on-level reader earned a 40% on their assessment for phonics. This student hurried through the assessment not completely reading instructions and only partially listening to the directions. This student was unable to correctly match definitions with new vocabulary words. This student also did not use the resources of dictionary pages to assist them in correctly answer their questions. If this student had taken additional time on the assessment their grade would have been increased as their weekly work showed this student had mastered the concepts. The final student is classified as a below level reader. This student earned a 20% on their vocabulary assessment. This score is not in line with their weekly scores for work pages and discussions. When discussing the reason for the extremely low grade with the student it was found the student had not read the instructions completely and chose not to use the resources of dictionary pages to assist them during the assessment. Although this student is given additional time and allowed to have a Title 1 paraprofessional read assist her reading the assessment the paraprofessional does not advise the student of the correct responses nor what resources should be utilized during the assessment.

4. Using Assessment to Inform Instruction
   a. Based on your analysis of student learning presented in prompts 1b–c, describe next steps for instruction
      - for the whole class
      - for the 3 focus students and other individuals/groups with specific needs

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students needing greater support or challenge).

**Due to the restructure requirements of the school I am directed to follow the guidelines and structure of the 2nd Grade Journeys curriculum books. Following this structured curriculum does not allow me to have much room to make modifications to the students’ lessons, schedule or curriculum. This curriculum is based upon a five day unit. These days labeled A-D for this school district. These days correspond with the 1-5 days showcased in the Journeys curriculum. A is day one. During this day we read the focus text story, the read aloud story, introduce the high frequency words, vocabulary and new phonics concepts for the unit. B day is day two. During this day we continue with high-frequency, vocabulary, phonics and reread the focus text in groups. During this time I conduct small group lessons. Day three is C day. During this day students work on work pages as we conduct small group lessons. D day is day four. This day is utilized by discussing the connection of text to world, self and text. The final E day, which is day five includes a review of all phonics concepts, high frequency and vocabulary words. We also complete a review reading of the focus texts from the start of the week. After all review sessions are completed and students have had opportunities to ask questions to help with clarification the students are given laptop computers or venues to complete the online assessment portion of the assessment. Students have been assigned selected questions from a pool of preselected question for the assessment. These questions are then compiled into an online assessment for the students to complete. Students sign into the Think Central website and follow directions for completion.

**Modifications to lesson under Journeys curriculum

**For whole class, I would increase the amount of corrective actions I utilize within the lessons. Although this needs to be a balance between both the tight, non-negotiable areas like speaking out in class and being disrespectful to other students I also need to be more lax on the negotiable areas like not sitting on pockets and where they sit on the carpet. Having these areas of negotiable and non-negotiable correctives would allow me to have smoother running class discussions and lessons. Another modification I would include in these lessons would be to increase the time allotted for each of the concepts. Whereas students are only exposed to the concept on numerous times as it spirals around and expected to grasp the concept as they are introduced each time I would increase the time of exposure. I would ensure the students have adequate time to learn, comprehend and master the topic before continuing on with a new topic. As I do know we as educators are under the scrutiny of making sure we educate each student upon the topics in the GVC and we are not
afforded the privilege of teaching the topic until each child has a mastery level, I do believe I would condense
the information on the topics the students grasp quickly or is not as important for the student to grasp at this
time and stress the topics and information the students do need to grasp at this time.

**For the focus students, I would have the students take the same or a different assessment after being
instructed to take their time. I would show the students what the low scores did or could potentially do to their
grades. I would also inform the above level student they would not be allowed to test for the gifted and talented
program with scores such as what they earned for this assessment. I would discuss the importance of doing
their best. Another area I would change would be to reintroduce and refine the information and lessons
presented where the majority of students had their difficulties. I would find the areas of the miscommunication
and lack of understanding and re-teach to the students needing the further instruction. This would allow the
students to have a second chance at grasping the information shortly after it was initially introduced.

**Modifications to the curriculum without the Journeys curriculum

** The most important change I would introduce into the curriculum if I was not restricted to only teaching the
Journeys structured curriculum would be to gauge the students’ needs and focus upon where they truly
needed the instruction. I would spend more time working upon the areas where the students are struggling and
not mastering and less time on the areas where they are mastering. This will give the focus upon the areas
with the most needs. If a student already has some grasp of the concept it would not be necessary to
reintroduce the concept from an introductory level. I would also change the order of the curriculum. I would
have some lessons with work pages though for the majority of the lessons I would include the topic and any
practice into actual writing or reading activities. This would allow the student some variety and practical
experience in the skill. I would also -do more focused instruction. I would increase the time spent on the areas
where students struggle and are confused. I would incorporate more interactive lessons to include more
activities on the Smart and white boards and also more activities

** For the focus students, I would introduce other means to allow the students practice and gain further
instruction. Although these students mastered all weekly work they did not master the assessments. I would
treat these students the same as those which are struggling to comprehend a topic. If I was able to modify the
curriculum I would introduce more activities in alternate ways to give more support to students. Some of these
activities may be in the form of games, discussions, and alternative activities to stress the areas where they
are struggling.

b. Explain how these next steps follow from your analysis of student learning. Support your explanation
with principles from research and/or theory.

**My analysis on student learning will help me to create further instruction for my whole class and for my three
focus students. In order to do this, I will need to address their individual needs by praising students where they
excel and helping students in areas that need improvement. I want to build students confidence by building
them up and helping students to create growth in areas where they may struggle. Based on the learning
objectives of my lesson, students need to be able to decode, blend and create words with various vowel
sounds. Exceling in these areas will help students to become more advanced writers and better readers.
Therefore, I will need to create further instruction plans in order to help my students to be successful in these
areas. To support my students on this learning segment and their individual needs. Because I have gauged
students’ strengths and weaknesses, I will be able to challenge them based on their specific learning needs
throughout their writing assignments. I can challenge students in a way that helps students to gain confidence
by slowly improving within their specific improvement areas. Because the basic skills of writing can be used in
various situations, I will need to encourage and support students to use their strategies for reading and writing.
Throughout their lifetime, students will experience the need and benefit of using their basic reading and writing
skills. It is my responsibility as their teacher to make sure these basic writing skills are used appropriately
during writing, but also during any other times where these may be necessary.
I will create a place where students have a positive learning environment to succeed. Studies have shown students learning will be higher when they are included in a positive learning environment. Students who feel safe and secure in their classroom are able to learn more as they do not feel the need to hide their areas where they struggle or do not comprehend. These students will be in an environment where errors are accepted as a part of life. Students will know everyone makes mistakes, it normal and we should accept each other for who they are.
## Part D: Evaluation Criteria

Below is Lesson 21 Test Record Form and Lesson 21 Grading Rubric. Page one document illustrates the four areas of Journeys testing for Second grade students. These areas include Vocabulary, Comprehension, Phonics and Grammar. Page two document illustrates the one to four grading rubric along with the separated areas for these grading levels.

<table>
<thead>
<tr>
<th>TEST RECORD FORM</th>
<th>Possible Score</th>
<th>Acceptable Score</th>
<th>Student Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary:</strong> Target Vocabulary, Using a Dictionary</td>
<td>10</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td><strong>Comprehension:</strong> Main Idea and Details, Cause and Effect, Anchor Text</td>
<td>10</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td><strong>Phonics:</strong> r-Controlled Vowels er, ir, ur</td>
<td>10</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar:</strong> What Is an Adjective?</td>
<td>10</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>40</td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>

Total Student Score $\times 2.5 = $ **%**
Grades are based upon a 1, 2 3, or 4 scale. This scale is as follows.

<table>
<thead>
<tr>
<th>Student points</th>
<th>Rubric grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>4</td>
</tr>
</tbody>
</table>
Honors Presentation

Linda Jording

TEACHING IS MORE THAN REFLECTING ON YOUR INSTRUCTION: TEACHING THE WHOLE CHILD

May 13, 2016
TEACHING IS MORE THAN REFLECTING ON YOUR INSTRUCTION: TEACHING THE WHOLE CHILD

Presented by Linda A. Jording
CONFIDENTIALITY STATEMENT:

Note:
During this presentation, I will be using pseudo names instead of students’ real names. This is to ensure the privacy of the students’ due to their ages. Permission was granted to capture videos and pictures to help me in my teaching instruction.

ELEMENTARY EDUCATION
SPRING RESIDENCY

Pioneer Park Elementary School
Cheyenne, Wyoming

Mentor Teacher: Kim Ross
2nd Grade General Education
EdTPA is used for preservice teachers to reflect upon their methods, instruction and lessons taught.

What is included in the EdTPA?

Task 1:
- Context for Learning Information
- Lesson Plans for Learning
- Instructional Materials
- Assessments
- Planning Commentary

Three tasks:

Task 2:
- Video Clips
- Instruction Commentary

Task 3:
- Student Work Samples (Focus Students)
- Evidence of Feedback
- Assessment Commentary
- Evaluation Criteria
**Context for Learning Information:**

- **Title One School**
- **Special Features:** Co-teachers:
  - One teaches both sections of Math
  - Other teaches both sections of Writing
  - Each teaches own Reading, Science, Social Studies

- **K-6 School**

- **Type of school:** Rural Elementary
  - Make-up of classroom:
    - Boys: 7
    - Girls: 8
  - (Varied throughout school year)

- **2nd Grade: General Education**
  - Time allotted:
    - 8:45-9:45 Reading
    - 2:20-3:30 Writing
  - Small groups for interventions

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### Students with IEPs/504 Plans

<table>
<thead>
<tr>
<th>IEPs/504 Plans: Number of Supports, Accommodations, Classifications/Needs</th>
<th>Students</th>
<th>Modifications, Pertinent IEP Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Possible need for head phones, needs visual clues, needs graphic organizers, needs monitoring during assessments, frequent checks for comprehension, needs soft/calm approach, further explanations of “why”, needs patience, hugs and understanding, prefers to remain in a consistent spot, allow pacing until stops themselves, redirect to back of room for pacing</td>
<td></td>
</tr>
</tbody>
</table>
### Students with Specific Language Needs

<table>
<thead>
<tr>
<th>Language Needs</th>
<th>Number of Supports, Accommodations, Students Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech Therapy</td>
<td>1 30 minute sessions with speech therapist</td>
</tr>
</tbody>
</table>

### Students with Other Learning Needs

<table>
<thead>
<tr>
<th>Other Learning Needs</th>
<th>Number of Students Modifications</th>
<th>Supports, Accommodations, Students Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Struggling readers</td>
<td>7</td>
<td>Levelled text, targeted guided reading, ongoing reading assessment, Levelled readers, Levelled “Think About It” workbook pages</td>
</tr>
<tr>
<td>Struggling readers</td>
<td>7</td>
<td>30 minute intervention time / days A through D days</td>
</tr>
<tr>
<td>Struggling reader</td>
<td>1</td>
<td>Initial stages of BIT process, Seeing Stars program, CLIP program (Collaborative Learning Intervention Program), Version of Reading Recovery</td>
</tr>
<tr>
<td>Struggling readers</td>
<td>7</td>
<td>Small group assistance within the classroom three to four days during a unit</td>
</tr>
</tbody>
</table>

### Focus Students:

- Three students
- Varying learning levels
- Student work included in submitted edTPA
- Feedback given on selected Literacy unit
STUDENT ONE:

- Female
- 7 Years old
- Above Level Literacy
- 3rd Year at Pioneer Park
- No Interventions
- Two siblings/One within the same school
- Mother is attending college.
- Both parents actively involved in education of child.

Cassidy

STUDENT TWO:

- Male
- 7 Year Old
- On Level Literacy
- 2nd Year at Pioneer Park/ Both within the district.
- No Interventions
- No siblings
- Lives with natural mother.
- One parent balancing home and child's education

Evan
STUDENT THREE:

- Female
- 8 Year Old
- Below Level Literacy
- 1st Year at Pioneer Park
- Attended 4 schools (two within district)
- Three siblings/One within the same school/ All half-siblings
- Lives with father and step-mother and siblings
- Natural mother not in child’s life.
- Father trying to balance older and younger children.
- Interventions
  - CLIP
  - BIT
  - Seeing Stars

Teaching is more than just reflecting upon our own teaching methods.
How do we teach the whole child?

- Know the child
- Know their background
- Build a relationship with the child
- Understand what the child has endured or not endured in their life
- Know what is lacking in their lives
- Know their family life:
  - Parents? (Single or two parent)
  - Siblings
  - Is education important?
  - Who is the dominant/lacking figure in their lives
- Take the time to figure out what works for them:
  - Praise
  - Calm talking
- Incorporate families

- Find out what they need to succeed in their learning

Teaching the whole child will give the educator the necessary background information to teach in a way that is most beneficial to the student.
A whole education includes education within the home and within the school combined in the best interest of the children.

Children learn at home too!

Thank you for your time.

Questions?