**Case Study**

**Brittany Hanson**

**College of Saint Mary**

**Fall 2015**

**Section 1 Contextual Factors (narrative)**

* **Description of school context**

ABA Elementary School is located in a suburban neighborhood. The school district’s enrollment continues to climb by more than six percent each year, and they continue to add facilities to accommodate the growing student population. ABA has many neighborhoods that surround the school, from which many students come. ABA Elementary School was built in 2013 and is three years old. The school contains four hundred students in grades kindergarten thru fifth grade. ABA also includes an early childhood program. According to the district website in 2014-2015, 89.7% students are white, 2.9% are Asian, 1.4% are black, 3.4% are Hispanic, and 2.6% are other.

* **Description of class context**

There are nineteen students in the first grade class. This includes eleven girls and eight boys. In the first grade classroom there is one Hispanic student, one Asian student, one Spanish student, two Middle Eastern students, and the rest are Caucasian. There is one student who is an English Language Learner (ELL), and two students who were previously English Language Learners (ELL). There are two students who were on a SAT process for behavior issues at the end of kindergarten. One of those students might need to go through the SAT process again for his behavior. There is one student who is below grade level in reading and writing but has not been identified yet; and there was one student who struggled last year with reading but showed she is on grade level now. There are three students who have trouble staying on task and are slow at getting their work done. They need constant reminders to stay on task on work that is in front of them. At times they have had to miss some of recess in order to get their work finished.

Below is a chart provided for students who aren’t yet identified.

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| Student # | Developmental Data | Learning Style | Interests | Objective Anecdotal Notes |
| 2 | No IEP | \*Slow at completing tasks \*Needs reminders | \*Very social and loves to play with friends | Constant reminders to finish work |
| 3 | No IEP | \*Slow at completing tasks\* Needs reminders | \* Shy and tends to only play with her twin sister | Constant reminders to finish work |
| 6 | No IEP | Slow at completing tasks\* Needs reminders | \* Loves to ride his bike \*Loves dogs | Constant reminders to finish work |
| 13 | No IEP | \* Has trouble with reading  \*When tested she was above grade level so she was not identified | \* Loves gymnastics and dance\*plays with barbies and shopkins | Needs help sounding out words to read |
| 19 | Behavior plan at end of Kindergarten | \*Was on a behavior plan at the end of kindergarten\* Is below grade level in reading and writing | \*Loves to play with dominos\*Loves to go to the park | In the process of getting him on a behavior plan.Needs help sounding out words to read |

* **Implications these factors may have on instructional planning**

Given the variety of learners in this first grade classroom, I am striving to implement activities and lessons that meets the needs and interests of the students. As a teacher, I will go through my unit in shared reading and word work at a pace that is just right for all students in the classroom. At the school I am at they are big on parent volunteers; therefore a few times a week during our literacy a parent will come in and volunteer. While the teacher works with a group of small students the parent volunteer will also work with students doing word work activities. As a teacher I will be available to meet with those students who are struggling while others are completing independent work activities.

During my shared reading and word work unit I plan to make time for students to pair up with another student to practice reading a story that was read the previous day as a group in shared reading time. This will give those struggling readers the chance to practice stories. I will pair up these students with more advanced students. Students will have the option to read the story together or one student reads a page and the next student reads the next page. Students will complete activities that go along with the stories that are read in this unit and activities that involve word work (phonics/ phonemic awareness/phonological awareness). Some of these activities could include sequencing stories, word work worksheets, circling high frequency words, highlighting words that have certain inflected endings such as –s or –ing endings, underlining words in a story that have short (a,e,I,o,u vowels) answering questions during and after the story and even brainstorming stories that sound similar to the story that is being read. I will have formative and summative assessments through the unit as well to check for student understanding. At the beginning of the unit I will I will give a reading/phonics pre- test and at the end of the unit I will give a post-test. The activities can be adjusted for both higher and lower level learners.

**Section 2 Learning Goals and Outcomes**

* **Description of and background of learning goals selected**

Within this unit students are going to learn the skills readers need in order to be successful. They will learn how to blend and read words. We will discuss how to blend and read words, that good readers read the story more than once, paying attention to punctuation marks while reading, and reading for a purpose. During the unit students will discuss why reading is so important and why we should practice reading at home as well as at school.

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| **Unit Learning Objectives** | **NE State Standards**  |
| Students will be able to tell what past, present, produce, and transportation mean. | LA 1.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.  |
| Students will be able to sequence a story using pictures from the story of what happened first, next, and last. Students will be able to tell what the main idea and details of the story, “A Rainforest in the Zoo.” | LA 1.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text. LA 1.3.1 Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.  |
| Students will be able to answer comprehension questions at the end of a story.  | LA 1.3.1 Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.  |
| Students will be able to listen to a story.  | LA 1.3.2 Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.  |
| Students will be able to complete a worksheet on adding an –s to the end of words (hop---hops, sit—sits). | LA 1.1.3 Word Analysis: Students will use phonetic analysis to read, write, and spell grade level text.  |
| Students will be able to blend and read words with the inflected ending –ing. | LA 1.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. LA 1.3.1 Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.  |
| Students will be able to count syllables in spoken words by clapping out words (eat, eating, bend, bending).  | LA 1.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities.  |

**Section 3 Description of Assessment Plan**

* Describe what and how you will assess

Skills will be assessed differently depending on what type of lesson is used to teach the material. Some of the work in this unit will be graded while others will be checked for correct answers. Some lessons do not have a completed activity, so that day I will assess student understanding through class participation.

* Differentiation for individual needs

The work will be altered if needed to fit the needs of each learner. Group activities will be used if the task is too demanding for one student to complete. Some of the activities in the unit need to be completed by the students who struggle. In this case, the teacher will be available to assist these students.

**Summary Chart of Assessment Goals**

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| ***Learning Goal*** | ***Assessment*** | ***Assessment Format*** | ***Differentiations*** |
| **Objective #1**Students will be able to tell what past, present, produce, and transportation mean. | Pre-assessment | Ask students if they know what the words past, present, produce and transportation mean? | Whole Group Discussion |
| Formative Assessment | Students will demonstrate an action for the vocabulary words (past, present, produce, and transportation).  | Whole Group  |
| Summative | Students will be given a test where they must match the definition to the vocabulary word.  | One-t0-one assessmentThe teacher will be available to help struggling students.  |
| **Objective #2**Students will be able to sequence a story using pictures from the story of what happened first, next, and last.  | Pre-assessment | Define sequence of a story.  | Whole Group Discussion |
| Formative Assessment | Using the smart board, students will put pictures in order of what happened first, next, and last in a story they just read.  | Whole Group |
| Summative | Define sequence of a story.  | Students will work with a neighbor sitting next to them to define what sequence of a story means.  |
| **Objective #3**Students will be able to tell what the main idea and details of the story, “A Rainforest in the Zoo.” | Pre-assessment | Define main idea of a story.  | Whole Group Discussion |
| Formative Assessment | Listen to a story and tell what the main idea of the story was.  | Whole Group |
| Summative | Read their favorite story and tell what the main idea of the story was.  | One-to-one assessmentThe teacher will be available to help struggling students.  |
| **Objective #4**Students will be able to answer comprehension questions at the end of a story.  | Pre-assessmentFormative AssessmentSummative  | Review with students that good readers always answer questions at the end of the reading to see if they understood what the reading was about. Students will listen to a story and answer comprehension questions at the end of the story. Read a short story on their own and answer questions at the end of the story. | Whole GroupWhole GroupOne-to-one assessmentThe teacher will be available to help struggling students  |
| **Objective #5**Students will be able to listen to a story. | Pre-assessmentFormative AssessmentSummative | Review with students how to sit and listen to a story. Students will listen to a story and answer questions that the teacher asks along the way and after the story. Students will demonstrate how to sit and listen to a story.  | Whole GroupWhole GroupWhole Group |
| **Objective #6**Students will be able to complete a worksheet on adding an –s to the end of words (hop---hops, sit—sits). | Pre-assessmentFormative AssessmentSummative | Review with students the base word as in (hop) and what the new word says when you add and –s to the end of it (hops). Complete a worksheet on adding an –s ending to base words. Read words with the –s ending aloud to the teacher. (Words will be on the smart board).  | Whole GroupOne-on-one assessmentTeacher will help those who are strugglingWhole Group. Calling on individually students if needed to read a word.  |
| **Objective #7**Students will be able to blend and read words with the inflected ending –ing. | Pre-assessmentFormative AssessmentSummative Assessment | Review with students the base word as in (eat) and then write –ing to the end and ask students to blend and read the new work (eating). Students will complete a worksheet on adding –ing ending to base words. Blend and read words with the –ing ending aloud to the teacher. (Words will be on the smart board).  | Whole GroupOne-on-0ne assessmentTeacher will help those who are strugglingWhole Group  |
| **Objective # 8**Students will be able to count syllables in spoken words by clapping out words (eat, eating, bend, bending).  | Pre-AssessmentFormative AssessmentSummative  | Discuss what syllables mean. Practice counting syllables in words by clapping them out. Students will be given words on the smart board. Students will clap out each word and tell me if it is a one syllable or two syllable word. The teacher will have students put up on their fingers close to their chest so no one else sees if it is 1 syllable or two syllables.  | Whole Group DiscussionWhole GroupWhole Group |

**Section 4 Design for Instruction**

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| **LESSON/ACTIVITY INFORMATION** |
| **Title:** Brittany Hanson |
| **Your name:**Brittany Hanson | **Age or Grade Level:**1st Grade | **Integrated Disciplines/Subjects:**Shared Reading | **Time frame for Lesson:**30 minutes |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** |
| [**Nebraska State Standards**](http://www.education.ne.gov/academicstandards/index.html)**;** [**Nebraska Early Learning Guidelines**](http://www.education.ne.gov/OEC/elg.html)**,** [**Nebraska Fine Arts Standards**](http://www.education.ne.gov/FineArts/index.html) **and** [**ISTE Standards**](http://www.iste.org/standards/standards-for-students) **(as appropriate for the lesson):**LA 1.1.1 Knowledge of Print: Students will demonstrate knowledge of the concepts of print. LA 1.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. LA 1.1.3 Word Analysis: Students will use phonetic analysis to read, write, and spell grade level text. LA 1.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading grade level text. LA 1.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary. LA 1.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text. LA 1.3.1 Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations. LA 1.3.2 Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations. LA 1.3.3 Reciprocal Communication: Students will develop reciprocal communication skills. LA 1.4.1 Multiple Literacies: Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital). |
| **Objectives:** The student will be able to: 1. Share information and ideas about the concept (How animals help people)
2. Tell what past, present, produce, and transportation mean.
3. Show an action to represent the amazing words (past, present, produce, and transportation).
4. Sing a song and anytime an amazing word is used in the song they will do the action.
5. Explain what the setting of a story is.
6. Tell the characters in a story.
 |
| **Assessment:** The teacher will use a formative assessment to check for student understanding. The teacher will say an amazing word that was introduced. Students will complete the action to show they know the meaning of the word.  |
| **Materials:** * Smart board
* Teacher’s Manual
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| **LESSON PROCEDURES** |
| **Anticipatory Set:** The teacher will begin the lesson by introducing students to the question of the week (how do animals help people?) The teacher will then introduce students to the lesson.  |
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| **Teacher will do:*** The teacher will begin by asking students the concept question of the week (how do animals help people?)
* After a discussion on how animals help people, the teacher will introduce the amazing words (past, present, produce, and transportation).
* The teacher will help students come up with actions that go along with the amazing words (past, present, produce, and transportation).
* Next the teacher will introduce students to the song, “ The Oxen Song.”
* The teacher will put the song on the smart board. Students will listen to the song the first time. The second time the teacher will have students sing and do the action for the amazing words in the story (past, present, produce, and transportation).
* The teacher will have students listen to the story “The Big Blue Ox.”
 | **Student will do:*** Participate in the group discussions
* Do the actions that go along with the amazing words (past, present, produce, and transportation).
* Sing the song, “The Oxen Song” while doing the actions for any amazing words in the song.
* Answer questions about character and setting.
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| **Closure:** Have students tell a neighbor a new amazing word and show the action to that new word. |
| **Differentiation:****ELL:** When introducing the amazing words (past, present, produce, and transportation) put a picture next to each word. **Resource:** For a student who is having a hard time remembering what past, present, produce and transportation are, you could have these children write the word on an index card and draw the action on the other side. **HAL:** Have these students blend longer short /O/ words (rocket, copy, jogging, body, oxen, and soccer). Have students decide a category they could group these words into (i.e. things, sports, actions). They then can share with the rest of the class the categories and the words under each category.  |
| **References:** * “The Oxen” song
 |
| **LESSON ANALYSIS** |
| **Content Knowledge:** In this lesson I want students to understand what the amazing words mean. Students will use an action to help them remember what each amazing word means. **Teaching Methods/Strategies:** In this lesson there will be technology (smart board), singing a song, and doing actions for amazing words (past, present, produce, and transportation).  |
| **REFLECTION** |
| This lesson went really well. The students really enjoyed coming up with actions to remember the amazing words/vocab words (past, present, produce, and transportation). Students enjoyed listening to the story and answering questions at the end of the story.  |

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| **LESSON/ACTIVITY INFORMATION** |
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| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** |
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| **Objectives:** The student will be able to: 1. Identify details in a story.
2. Share ideas about the concept (How do animals help people?)
3. Show using actions what the amazing words mean (past, present, transportation, danger, serve, snuggle, enormous, and powerful).
4. Sing “The Oxen Song” and show the action for amazing words in the song.
5. Read the story, “The Big Blue Ox.”
6. Sequence a story using pictures from the story of what happened first, next, and last.
 |
| **Assessment:** The teacher will use a formative assessment. After the whole class reads the story together, the teacher will do a class sequencing of the story on the smart board.  |
| **Materials:** * Smart board
* “The Oxen Song”
* Teacher’s Manual
* Student’s Reading Street Books
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| **LESSON PROCEDURES** |
| **Anticipatory Set:** The teacher will begin the lesson by asking the concept question, how do animals help people? After a brief discussion on the concept question, the teacher will introduce the lesson to students.  |
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| **Teacher will do:*** The teacher will begin the lesson by asking the concept question (how do animals help people?)
* Next the teacher will review with students the amazing words for the week and the action that goes along with each word. (past, present, produce, transportation, danger, serve, enormous, and powerful).
* The teacher will then go over the song with the students and have them use the action for any amazing word that is used in in the song (“The Oxen Song”).
* After the song the teacher will have students get their reading street book and sit at their desk.
* Next, the teacher will have students open books to the page that the story “The Big Blue Ox” is on.
* The teacher will set expectations she wants to see while the whole class reads the story together.
* During reading and after reading, the teacher will ask questions to check for student understanding.
* The teacher will then inform students that there will be a short quiz at the end of the reading.
* Once the whole class reads the story aloud the students will put pictures in order of what happened in the story. The teacher will explain to students that this is called sequence of a story. What happens first, next, and last in the story.
 | **Student will do:*** Participate in group discussions.
* Show the action for the amazing words.
* Sing the song and do the actions for the amazing words during the song.
* Read along in their reading street book the story.
* Answer questions during and after the story.
* Complete a sequence quiz as a class on the smart board.
 |
| **Closure:** Students will review with a neighbor the characters and setting from the story “The Big Blue Ox.”  |
| **Differentiation:****ELL:** When reviewing the amazing words, write them on the board and have a picture to go along with each amazing word. **Resource:** If students have trouble remembering characters and setting in the story, have students act the story out. **HAL:** Have these students complete a compare and contrast web to another animal fantasy story we have read.  |
| **References:** \* Reading Street Books for Students |
| **LESSON ANALYSIS***.* |
| **Content Knowledge:** I want students to know what the amazing words mean. I also wants students to understand the sequence of a story and be able to relate this story to another story they have read. **Teaching Methods/Strategies:** During this lessons students will have hands-on activities (sequence of story on smart board), sing a song, complete an action to demonstrate understanding of the amazing words in the lesson, and read a story.  |
| **REFLECTION** |
| Students had a hard time understood what sequencing meant and weren’t able to put pictures in order of what happened first, 2nd, 3rd, and last. This activity at the end made them think by looking at each picture and remember what happened in the story. I think next time I might have students reread the story one time on their own, and tell students to pay attention to the details (what happened first, next, then, and last). Students did a great job with character and setting.  |

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| **LESSON/ACTIVITY INFORMATION** |
| **Title:** How do wild animals take care of their babies? |
| **Your name:**Brittany Hanson | **Age or Grade Level:**1st Grade | **Integrated Disciplines/Subjects:**Shared Reading | **Time frame for Lesson:**20-30 Minutes |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** |
| [**Nebraska State Standards**](http://www.education.ne.gov/academicstandards/index.html)**;** [**Nebraska Early Learning Guidelines**](http://www.education.ne.gov/OEC/elg.html)**,** [**Nebraska Fine Arts Standards**](http://www.education.ne.gov/FineArts/index.html) **and** [**ISTE Standards**](http://www.iste.org/standards/standards-for-students) **(as appropriate for the lesson):**LA 1.1.1 Knowledge of Print: Students will demonstrate knowledge of the concepts of print. LA 1.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. LA 1.1.3 Word Analysis: Students will use phonetic analysis to read, write, and spell grade level text. LA 1.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading grade level text. LA 1.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary. LA 1.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text. LA 1.3.1 Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations. LA 1.3.2 Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations. LA 1.3.3 Reciprocal Communication: Students will develop reciprocal communication skills. LA 1.4.1 Multiple Literacies: Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital) |
| **Objectives:** The student will be able to: 1. Share information and ideas about the concept (how do wild animals take care of their babies?)
2. Show using action what the amazing words mean (observe, wild, parent).
3. Sing “The Squirrel Song” and use actions for the amazing words (observe, wild, parent).
4. Tell the Main Idea and Details of a story.
 |
| **Assessment:** The teacher will use a formative assessment. The teacher will do a class assessment. After the reading of the story “A Rainforest in the Zoo” the teacher will review what the main idea of the story was with students and some supporting details from the story.  |
| **Materials:** ComputerSmart boardTeacher’s Manual  |
| **LESSON PROCEDURES** |
| **Anticipatory Set:** The teacher will begin the lesson by asking the concept question (how do wild animals take care of their babies?). After a brief discussion the teacher will show a short concept video on the smart board on how wild animals take care of their babies.  |
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| **Teacher will do:*** The teacher will begin the lesson by asking the concept question (how do wild animals take care of their babies?)
* After a discussion on this, the teacher will show a concept video on the smart board on how wild animals take care of their babies.
* After the concept video the teacher will review the amazing words with students (observe, wild, parent).
* The teacher will have students come up with actions to use to help remember observe, wild, and parent).
* After introducing the amazing words, the teacher will then have students listen to “The Squirrel Song.”
* The teacher will tell students that they will listen to the song the first time.
* The second time, the teacher will tell students to sing along and act out the amazing words.
* After the song the teacher will tell students that they are going to learn about main idea and details of a story.
* Students will watch a short video describing main idea and details of a story.
* After the video the teacher will read a short story called “A Rainforest in the Zoo.”
* The teacher will tell students to sit in first grade position and listen to what the main idea of the story is and what details support the main idea.
 | **Student will do:*** Students will participate in the group discussion.
* Students will listen to concept video.
* Student will show actions for the amazing words.
* Students will sing the song and show actions when amazing words are used in the song.
* Students will listen to a story and tell what the main idea was of the story.
 |
| **Closure:** At the end of the lesson the student will listen for the teacher to call out an amazing word and the students will complete the action that shows what the amazing word means.  |
| **Differentiation:****ELL:** These students will benefit from having visual support to help them understand key terms in this lesson. **Resource:** If students are having a hard time with main idea of a story and detail, I will have extra practice with stories they have read and hear about before. **HAL:** Have these students pick their favorite story and figure out the main idea of the story using details from within the story. They then can share with the class what story they chose and what the main idea of that story was.  |
| **References:**Teacher’s Manual  |
| **LESSON ANALYSIS** |
| **Content Knowledge:** In this lesson I want students to understand what the amazing words mean. I want students to come up with an action they can do to help them remember what each amazing word means. I feel that students might struggle with figuring out main idea and detail in a story. **Teaching Methods/Strategies:** In this lesson I will use technology (videos and song), reading a story and students listening to the story to figure the main idea in the story.  |
| **REFLECTION** |
| This lesson went very well. Students at first had a hard time and were frustrated when I was explaining main idea and details of a story. I then used an example (Little Red Riding Hood) and students were able to better comprehend. The short story I read to them about “A Rainforest in a Zoo” went very well. Students were able to listen and tell me what the main idea of the story was and some details to support that. I was really impressed with how well they listened and all they remembered from the story.  |

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| **LESSON/ACTIVITY INFORMATION** |
| **Title:** How do wild animals take care of their babies? |
| **Your name:**Brittany Hanson | **Age or Grade Level:**1st Grade | **Integrated Disciplines/Subjects:**Shared Reading | **Time frame for Lesson:**20-30 Minutes |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** |
| [**Nebraska State Standards**](http://www.education.ne.gov/academicstandards/index.html)**;** [**Nebraska Early Learning Guidelines**](http://www.education.ne.gov/OEC/elg.html)**,** [**Nebraska Fine Arts Standards**](http://www.education.ne.gov/FineArts/index.html) **and** [**ISTE Standards**](http://www.iste.org/standards/standards-for-students) **(as appropriate for the lesson):**LA 1.1.1 Knowledge of Print: Students will demonstrate knowledge of the concepts of print. LA 1.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. LA 1.1.3 Word Analysis: Students will use phonetic analysis to read, write, and spell grade level text. LA 1.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading grade level text. LA 1.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary. LA 1.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text. LA 1.3.1 Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations. LA 1.3.2 Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations. LA 1.3.3 Reciprocal Communication: Students will develop reciprocal communication skills. LA 1.4.1 Multiple Literacies: Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital) |
| **Objectives:** The student will be able to: 1. Share information and ideas about the concept (how do wild animals take care of their babies?)
2. Show using action what the amazing words mean (canopy and screech).
3. Sing “The Squirrel Song” and use actions for the amazing words (observe, wild, parent).
4. Answer comprehension questions at the end of a story.
 |
| **Assessment:** The teacher will use a formative assessment. The teacher will ask comprehension questions at the end of the story to check for understanding of the story.  |
| **Materials:** ComputerSmart boardTeacher’s Manual  |
| **LESSON PROCEDURES** |
| **Anticipatory Set:** The teacher will begin the lesson by reviewing the concept (how do wild animals take care of their babies?) The teacher will also do a quick review of the amazing words students have learned so far.  |
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| **Teacher will do:*** The teacher will begin the lesson by asking the concept question (how do wild animals take care of their babies?)
* After the concept video the teacher will review the amazing words with students (observe, wild, parent).
* After reviewing the amazing words the teacher will introduce two new amazing words to students (canopy and screech).
* The teacher will have students come up with actions to use to help remember canopy and screech.
* After introducing the amazing words, the teacher will then have students listen to “The Squirrel Song.”
* The teacher will tell students that they will listen to the song the first time.
* The second time, the teacher will tell students to sing along and act out the amazing words.
* The teacher will then tell students that they will listen to a build a background DVD to find out what zookeepers do.
* The teacher will have students keep in mind these three questions while listening to the DVD (what are some things zookeepers do? ; Why do zookeepers do all these things? ; what would be important if you wanted to become a zookeeper?)
* After listening to the DVD, the teacher will tell students they are going to read a story called “A Fox and a Kit.”
* Before the story the teacher will tell students that this is literary non-fiction, which means it tells facts about real world but is sometimes told like a story.
* Tell students that it is about a fox and her kit and the zoo.
* The teacher will stop and ask questions throughout the story and at the end of the story.
 | **Student will do:*** Students will participate in the group discussion.
* Student will show actions for the amazing words.
* Students will sing the song and show actions when amazing words are used in the song.
* Students will listen to a DVD about the zookeepers do.
* Students will read the story “A Fox and a Kit” together as a class.
* Students will answer questions during reading and after reading.
 |
| **Closure:** At the end of the lesson, students will tell a neighbor two things they learned about zookeepers.  |
| **Differentiation:****ELL:** These students will benefit from having visual support to help them understand key terms in this lesson. **Resource:** If students are having a hard time understanding the story, ask questions along the way to check for understanding. **HAL:** Have these students take the high frequency words in the story and alphabetize them. Then use them in a sentence.  |
| **References:**Teacher’s Manual  |
| **LESSON ANALYSIS** |
| **Content Knowledge:** In this lesson I want students to understand what the amazing words mean. I want students to come up with an action they can do to help them remember what each amazing word means. I feel that students might struggle with figuring out main idea and detail in a story. **Teaching Methods/Strategies:** In this lesson I will use technology (videos and song), reading a story and students listening to the story to figure the main idea in the story.  |
| **REFLECTION** |
| This lesson was really fun. Students enjoyed singing a song and doing the actions for any amazing words that were used in the song. Student also enjoyed listening to a short DVD about what zookeepers do and why it is important to know if you became a zookeeper. I felt that the DVD at the beginning was boring and students lost interest sitting there just listening to this DVD. It would have been nice to have a video to go along with the DVD. However, students were able to tell me things that zookeepers do by listening to the DVD.  |

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| **LESSON/ACTIVITY INFORMATION** |
| **Title:** Brittany Hanson |
| **Your name:**Brittany Hanson | **Age or Grade Level:**1st Grade | **Integrated Disciplines/Subjects:**Shared Reading | **Time frame for Lesson:**30 minutes |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** |
| [**Nebraska State Standards**](http://www.education.ne.gov/academicstandards/index.html)**;** [**Nebraska Early Learning Guidelines**](http://www.education.ne.gov/OEC/elg.html)**,** [**Nebraska Fine Arts Standards**](http://www.education.ne.gov/FineArts/index.html) **and** [**ISTE Standards**](http://www.iste.org/standards/standards-for-students) **(as appropriate for the lesson):**LA 1.1.1 Knowledge of Print: Students will demonstrate knowledge of the concepts of print. LA 1.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. LA 1.1.3 Word Analysis: Students will use phonetic analysis to read, write, and spell grade level text. LA 1.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading grade level text. LA 1.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary. LA 1.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text. LA 1.3.1 Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations. LA 1.3.2 Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations. LA 1.3.3 Reciprocal Communication: Students will develop reciprocal communication skills. LA 1.4.1 Multiple Literacies: Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital). |
| **Objectives:** The student will be able to: 1. Show an action to help remember the amazing words (million, reserve, and native)
2. Listen to a story.
3. Share information and ideas about the concept (how do wild animals take care of their babies?)
4. Identify details in a text.
 |
| **Assessment:** The teacher will use a formative assessment to asses as a class what each amazing word means. I will give a little quiz. I will show the action and students will tell me the amazing word that action describes.  |
| **Materials:** * Smart board
* Teacher’s Manual
* Student’s Reading Street Books
* Book: Jungle Drum, by Deanna Wundrow
 |
| **LESSON PROCEDURES** |
| **Anticipatory Set:** I will begin the lesson by reviewing the concept question for the week (how do wild animals take care of their babies?) I will then introduce the students to the lesson.  |
|  |
| **Teacher will do:*** The teacher will begin the lesson by reviewing the concept question of the week.
* Next the teacher will review amazing words and introduce (million, reserve and native).
* The teacher will have students come up with actions to go along with million, reserve and native.
* Next the teacher will have students sing the “Squirrel Song.”
* After the song, the teacher will introduce a book called “Jungle Drum.”
* The teacher will remind students that during the reading of the book they are to sit in first grade position and listen/enjoy the story.
* The teacher will tell students that during and after the story there will be questions asked.
* After the story the teacher will do the think critically on pg. 112 and 113.
* After this the teacher will play a short clip on the smart board called Grammar Jammar.
 | **Student will do:*** Participate in group discussion.
* Come up with actions to remember the amazing words (million, reserve, and native).
* Sing song and do actions when amazing words are used in song.
* Listen to a story.
* Answer questions before reading, during reading and after reading.
* Listen to a Grammar Jammar.
 |
| **Closure:** Have students tell a neighbor their favorite animal and the sound that animal would make if it was in the story we read.  |
| **Differentiation:****ELL:** When reviewing the amazing words, write them on the board and have a picture to go along with each amazing word. **Resource:** Have students act out the story by being animals from the story. When the story is read aloud, they can make the animals noise that the animal makes in the story. **HAL:** Tell children that onomatopoeia is words that imitate the sounds they describe. Have students practice saying the words: blip, blop, mmmm, and screech.  |
| **References:** Book: Jungle Drum, by Deanna Wundrow |
| **LESSON ANALYSIS***.* |
| **Content Knowledge:** In this lesson I want students to understand what the amazing words mean and provide an action to these words to help them remember. I also want students to tell me the sounds they can hear in the jungle. What sounds they heard in the book that I read to them. **Teaching Methods/Strategies:** In this lesson I will use technology, singing a song, using actions for the amazing words, reading a story and asking comprehension questions to check for student understanding.  |
| **REFLECTION** |
| This lesson went very well! Student really enjoyed the book, Jungle Drum. I had the students be animals from the story and anytime I read that animal they made the sound of the animal. This made students pay attention to the book. At the end of the book I asked students what sounds they can hear in the jungle. We had a great class discussion about the jungle and the book.  |

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| **LESSON/ACTIVITY INFORMATION** |
| **Title:** Brittany Hanson |
| **Your name:**Brittany Hanson | **Age or Grade Level:**1st Grade | **Integrated Disciplines/Subjects:**Shared Reading | **Time frame for Lesson:**30 minutes |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** |
| [**Nebraska State Standards**](http://www.education.ne.gov/academicstandards/index.html)**;** [**Nebraska Early Learning Guidelines**](http://www.education.ne.gov/OEC/elg.html)**,** [**Nebraska Fine Arts Standards**](http://www.education.ne.gov/FineArts/index.html) **and** [**ISTE Standards**](http://www.iste.org/standards/standards-for-students) **(as appropriate for the lesson):**LA 1.1.1 Knowledge of Print: Students will demonstrate knowledge of the concepts of print. LA 1.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. LA 1.1.3 Word Analysis: Students will use phonetic analysis to read, write, and spell grade level text. LA 1.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading grade level text. LA 1.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary. LA 1.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text. LA 1.3.1 Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations. LA 1.3.2 Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations. LA 1.3.3 Reciprocal Communication: Students will develop reciprocal communication skills. LA 1.4.1 Multiple Literacies: Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital). |
| **Objectives:** The student will be able to: 1. Show the action for the amazing words.
2. Sing the song and use the action for amazing words in the song.
3. Sequence the story using pictures on the smart board.
 |
| **Assessment:** The teacher will use a formative assessment. After the whole class reads the story together, the teacher will do a class sequencing of the story on the smart board.  |
| **Materials:** * Smart board
* Teacher’s Manual
* Student’s Reading Street Books
 |
| **LESSON PROCEDURES** |
| **Anticipatory Set:** The teacher will begin the lesson by asking the concept question, how do wild animals take care of their babies? After a review on the concept question, the teacher will introduce the lesson to students.  |
|  |
| **Teacher will do:*** The teacher will begin the lesson by asking the concept question (how do animals help people?)
* Next the teacher will review with students the amazing words for the week and the action that goes along with each word (observe, wild, parent, canopy, screech, million, reserve, and native).
* The teacher will then go over the song with the students and have them use the action for any amazing word that is used in in the song (“Squirrel Song”).
* After the song the teacher will have students get their reading street book and sit at their desk.
* Next, the teacher will have students open books to the page that the story “A Fox and a Kit” is on.
* The teacher will set expectations she wants to see while the whole class reads the story together.
* During reading and after reading, the teacher will ask questions to check for student understanding.
* The teacher will then inform students that there will be a short quiz at the end of the reading.
* Once the whole class reads the story aloud the students will put pictures in order of what happened in the story. The teacher will explain to students that this is called sequence of a story. What happens first, next, and last in the story.
 | **Student will do:*** Participate in the group discussions.
* Show the action for the amazing words.
* Sing the song and do the actions for the amazing words during the song.
* Read along in their reading street book the story.
* Answer questions during and after the story.
* Complete a sequence quiz as a class on the smart board.
 |
| **Closure:** Students will review with a neighbor the characters and setting from the story “A Fox and A Kit.”  |
| **Differentiation:****ELL:** When reviewing the amazing words, write them on the board and have a picture to go along with each amazing word. **Resource:** For these students ask questions during and after reading. This will check for understanding and if there are some areas in the story the students don’t understand. The teacher can then go back through the story and point things out details students might have missed. **HAL:** Tell about a time they went to the zoo and what they saw the animals doing. Compare what they saw the animals doing at the zoo to what they heard about in the story.  |
| **References:** \* Reading Street Books for Students |
| **LESSON ANALYSIS***.* |
| **Content Knowledge:** I want students to know what the amazing words mean and an action that they can think of to help them remember. **Teaching Methods/Strategies:** During this lessons students will have hands-on activities (sequence of story on smart board), sing a song, complete an action to demonstrate understanding of the amazing words in the lesson, and read a story.  |
| **REFLECTION** |
| This lesson went well. Students enjoyed reading the story “A Fox and a Kit” as a class. As we read the story together students followed along and paid attention to punctuation marks and used expression when needed and paused at the end of periods when needed. I kept the students attention by reading sentences the incorrect way and students would tell me if I read it correctly or not. If I didn’t then students would read the sentence correctly to me.  |

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| **LESSON/ACTIVITY INFORMATION** |
| **Title:** Word Work |
| **Your name:**Brittany Hanson | **Age or Grade Level:**1st Grade | **Integrated Disciplines/Subjects:**Language Arts | **Time frame for Lesson:**20-25 minutes |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** |
| [**Nebraska State Standards**](http://www.education.ne.gov/academicstandards/index.html)**;** [**Nebraska Early Learning Guidelines**](http://www.education.ne.gov/OEC/elg.html)**,** [**Nebraska Fine Arts Standards**](http://www.education.ne.gov/FineArts/index.html) **and** [**ISTE Standards**](http://www.iste.org/standards/standards-for-students) **(as appropriate for the lesson):**LA 1.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. LA 1.1.3 Word Analysis: Students will use phonetic analysis to read, write, and spell grade level text. LA 1.3.1 Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations. LA 1.3.2 Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations. LA 1.3.3 Reciprocal Communication: Students will develop reciprocal communication skills. |
| **Objectives:** The students will be able to: 1. Segment and blend verbs ending in –s.
2. Identify the consonant sounds /s/ and /z/ with the spelling s.
3. Complete a worksheet on adding an –s to the end of words (hop---hops, sit—sits).
4. Read high frequency words (eat, four, five, her, this, too)
 |
| **Assessment:** The teacher will do a formative assessment. At the end of the lesson students will complete a worksheet on adding –s ending to verbs.  |
| **Materials:** LaptopSmart boardWorksheet pg. 169Teacher’s Manual |
| **LESSON PROCEDURES** |
| **Anticipatory Set:** The teacher will begin the lesson by writing the words sit on the board and next to it writing the word sits. The teacher will ask students to read the first word aloud and then read the second word aloud. Then the teacher will ask students what is different about the second word, and discuss that there is an /s/ that is added to the end to make it plural.  |
|  |
| **Teacher will do:*** The teacher will begin the lesson by writing the word sit on the board and next to sit writing the word sits.
* The teacher will ask students to read the first word aloud and then read the second word aloud.
* The teacher will ask students what is different about the second word, and discuss there is an /s/ that is added to the end to make it plural.
* The teacher will review with students that adding the plural /s/ to the end can also make the /z/ sound as in stands, feeds, mends).
* Next the teacher will bring up words on the smart board that have the inflected ending –s.
* The teacher will have student blend each word and then say the word.
* The teacher will then have students complete on adding an /s/ to the end of each verb.
 | **Student will do:*** The students will participate in the group discussion.
* Students will blend and read words with the plural /s/ ending.
* The students will complete a worksheet.
 |
| **Closure:** The teacher will put some words ending with an /s/ on the smart board and have students blend and read each word. (hits, gabs, sits, hops, wins, pops, packs, rock, jabs, bat, comes, takes, sees, looks, helps). Two of the decodable words will not have an /s/ ending.  |
| **Differentiation:****ELL:** When introducing high frequency words and verbs have pictures to go along with each word. Think of an action to go along with each word. **Resource:** If students have trouble pronouncing the final –s correctly, pronounce final /s/ and /z/ sounds slowly. Then have children practice with words like stands, eats, and feeds. **HAL:** Provide students who can segment and blend words correctly with more challenging words such as: cuddles, serves, studies, and scrubs.  |
| **References:** Worksheet pg. 169 for studentsTeacher’s Manual |
| **LESSON ANALYSIS** |
| **Content Knowledge:** In this lesson I want student to understand what verbs are and what happens when you an /s/ to the end of a verb. I think some students might have a hard time realizing that some of the words that have the /s/ ending can sound like a /z/ sound at the end of the word. Such as in the words: stands, feeds, and mends. **Teaching Methods/Strategies:** This lesson will include the use of technology (using the smart board), blending and reading words, and having students complete a worksheet.  |
| **REFLECTION** |
| I felt this lesson was challenging for some students. When I explained to students that if we have two cats that we added a plural s to the end of the word cats, which means more than one. I then explained that when we add the inflected –s to the end of verbs it makes a /z/ sound but has the same /s/ spelling. I definitely had to keep reviewing and giving sentences as examples to help them understand this concept.  |

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| **LESSON/ACTIVITY INFORMATION** |
| **Title:** Word Work |
| **Your name:**Brittany Hanson | **Age or Grade Level:**1st Grade | **Integrated Disciplines/Subjects:**Language Arts | **Time frame for Lesson:**20-25 minutes |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** |
| [**Nebraska State Standards**](http://www.education.ne.gov/academicstandards/index.html)**;** [**Nebraska Early Learning Guidelines**](http://www.education.ne.gov/OEC/elg.html)**,** [**Nebraska Fine Arts Standards**](http://www.education.ne.gov/FineArts/index.html) **and** [**ISTE Standards**](http://www.iste.org/standards/standards-for-students) **(as appropriate for the lesson):**LA 1.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. LA 1.1.3 Word Analysis: Students will use phonetic analysis to read, write, and spell grade level text. LA 1.3.1 Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations. LA 1.3.2 Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations. LA 1.3.3 Reciprocal Communication: Students will develop reciprocal communication skills. |
| **Objectives:** The students will be able to: 1. Blend and read words with the inflected ending –ing.
2. Identify the sound /ing/ with the spelling of –ing.
3. Identify the base word and then add on ing. (feed—feeding)
 |
| **Assessment:** The teacher will use a formative assessment. The teacher will put words on the smart board ending in /ing/ and have student blend and read the words. This will be a whole class assessment and the teacher will check to see if students are able to blend and read words that end in /ing/.  |
| **Materials:** LaptopSmart boardWorksheet pg. 170/173Teacher’s Manual |
| **LESSON PROCEDURES** |
| **Anticipatory Set:** The teacher will begin the lesson by showing a picture on the smart board. The teacher will introduce the /ing/ ending to students. The teacher will have students find things or object in the picture that have an /ing/ ending such as: feeding, eating, and bending.  |
|  |
| **Teacher will do:*** The teacher will introduce the /ing/ ending to students.
* The teacher will pull up a picture on the smart board and ask students to find things or objects with the /ing/ ending.
* The teacher will call on students to come up and circle what they find.
* The teacher will discuss the pictures that are circled.
* Next the teacher will pull up words on the smart board with the /ing/ ending and have student practice blending and reading the words.
* The teacher will have students complete a worksheet on the /ing/ ending.
 | **Student will do:*** The students will participate in the group discussion.
* Circle things or objects in the picture that have the /ing/ ending. (feeding, eating, bending, fixing).
* Students will blend and read words with the /ing/ ending.
* Students will complete a worksheet over /ing/ endings.
 |
| **Closure:** Have students turn to a neighbor and tell a neighbor some words they learned today that have the /ing/ ending.  |
| **Differentiation:****ELL:** Tell these students that this –ing sound is made by raising the back part of the tongue toward the roof of the mouth. Then demonstrate for these students and have children follow. Provide practice with words such as: locking, mixing, and passing. **Resource**: Some of these students may have a hard time saying words with /ing/ endings. They may say rockin for rocking or fixin for fixing. If students have a hard time hearing the difference between –in and –ing have students practice pronouncing words ending in –ing. **HAL:** Have students think of some other words they have heard or seen that have the inflected ending –ing.  |
| **References:** Worksheet pg. 170/173 for studentsTeacher’s Manual |
| **LESSON ANALYSIS** |
| **Content Knowledge:** I want students to blend and read words with the inflected –ing ending. I think that some students especially ELL and resource students will have trouble speaking the –ing ending and might say –in for ing. Such as fixin for fixing or eatin for eating. **Teaching Methods/Strategies:** In this lesson I will incorporate technology (using the smart board), having students blend and read words with the inflected –ing ending and have students complete a worksheet.  |
| **REFLECTION** |
| This lesson went really well. Students were able to blend and read words that had the –ing ending. Students were able to complete the worksheet adding –ing endings to words and choosing words with –ing to fill in the blank on sentences.  |

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| **LESSON/ACTIVITY INFORMATION** |
| **Title:** Word Work |
| **Your name:**Brittany Hanson | **Age or Grade Level:**1st Grade | **Integrated Disciplines/Subjects:**Language Arts | **Time frame for Lesson:**20-25 minutes |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** |
| [**Nebraska State Standards**](http://www.education.ne.gov/academicstandards/index.html)**;** [**Nebraska Early Learning Guidelines**](http://www.education.ne.gov/OEC/elg.html)**,** [**Nebraska Fine Arts Standards**](http://www.education.ne.gov/FineArts/index.html) **and** [**ISTE Standards**](http://www.iste.org/standards/standards-for-students) **(as appropriate for the lesson):**LA 1.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. LA 1.1.3 Word Analysis: Students will use phonetic analysis to read, write, and spell grade level text. LA 1.3.1 Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations. LA 1.3.2 Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations. LA 1.3.3 Reciprocal Communication: Students will develop reciprocal communication skills. |
| **Objectives:** The students will be able to: 1. Count syllables in spoken words.
2. Read words with the inflected ending –s.
3. Read words with the inflected ending –ing.
4. Spell words with the inflected ending –s and –ing.
 |
| **Assessment:** The teacher will use a formative assessment.Students will read and discuss the story “Rob.” Students will be asked to highlight words with the inflected /s/ ending and circle words with the inflected –ing ending. They will also be asked to underline their high frequency words that they see in the story ( eat, four, five, her, this, too).  |
| **Materials:** LaptopSmart boardFoldable story called “Rob”Teacher’s Manual |
| **LESSON PROCEDURES** |
| **Anticipatory Set:** The teacher will begin the lesson by writing a word on the board such as eat and asking students to clap out the syllables in eat. The teacher will then say ok eat has one syllable. The teacher will write eating on the board and have students clap out eating. The teacher will ask how many syllables in eating. The teacher will discuss syllables with students.  |
|  |
| **Teacher will do:*** The teacher will introduce the lesson by leading the anticipatory set.
* After a discussion on syllables the teacher will pull up the same picture from the day before and have students find words that have one and two syllables. (bend—bending, feed, feeding, eat—eating).
* After this the teacher will have students practice blending and reading words that have the inflected /s/ and /ing/ ending.
* Students will practice counting syllables. The teacher will point to words and have students clap out the number of syllables.
* The teacher will have students read a story called “Rob.”
* The teacher will first put the story on the projector and have students read along on the projector.
* Then the teacher will have students go back to their seats and they will receive a foldable of the story “Rob.”
* The teacher will have students highlight words with the /s/ ending, circle words with the /ing/ ending, and underline words that are high frequency words.
 | **Student will do:** |
| **Closure:** Students work with a neighbor to thing of as many words as they can that have the /s/ ending or /ing/ ending. (books, pencils, markers, reading, gluing, eating, coloring, playing) |
| **Differentiation:****ELL:** Help students distinguish between saying singular and plural names for animals in English and in their home languages. **Resource**: If students have trouble pronouncing words with the inflected ending –s, provide additional words and practice opportunities. **HAL:** Have these students read their favorite story and find words in the story that have the inflected ending –s and –ing.  |
| **References:** The foldable story called “Rob”Teacher’s Manual |
| **LESSON ANALYSIS** |
| **Content Knowledge:** I want students to understand that words can have one or more than one syllables. I want students to understand what syllables mean. I feel that in this lesson students may have trouble-counting out/clapping out syllables. With extra practice students will be able to identify how many syllables are in a word. **Teaching Methods/Strategies:** In this lesson the teacher will use technology (the smart board), having students read and blend words with the /s/ ending and /ing/ ending, read a story and finding words with –s endings and –ing endings. |
| **REFLECTION** |
| This lesson went well. Students read the story “Rob”, aloud with the teacher. At the end of the story they then had to go back and highlight words with the /s/ ending, circle words with the –ing ending and underline their high frequency words for the week.  |

**Section 5 Instruction Decision- Making**

Day 1: In this lesson I began by asking students the concept question of the week, how do animals help people? Students brainstormed ways that animals help people. As students brainstormed, I wrote their ideas on the board. I felt that students were able to give great examples of how animals help people. In this lesson I then introduced some amazing words to students and have them come up with actions. I had students come up with actions so that way it will help them remember what these amazing words mean. Students came up with some great actions for the amazing words. Then, students listened to a song and anytime they heard the amazing word in the song, they would do the actions. In this lesson students listened to an animal fantasy story called “The Big Blue Ox.” I explained to students that animal fantasy means that it is made up and it can’t really happen. Students listened to the story read aloud on the smart board. As students listened to the story I asked questions along the way that dealt with characters, setting, and sequence. At then end of the story I asked what made this story animal fantasy. Students were able to give great examples as to why or how this story was animal fantasy. I think before I have students listen to the story on the smart board, I will just go through the pictures with students and do a story walk. This way, students can just look at the pictures and predict what the story is going to be about.

 Day 2: In this lesson, I reviewed with students the concept question of the week, how do animals help people. I had students discuss with neighbors sitting next to them some examples they remembered from the day before. I added any new examples students might have come up with. Next, I reviewed the amazing words from the day before and students did the action to go along with each amazing word. Then, I introduced a few more amazing words and again students came up with actions to remember what the word meant. I feel that this really helps the students if they put an action to a word. After this I had students sing “The Oxen” song and show the action for any amazing word that was used in the song. Then I asked students if they remember what type of story they listened to the day before. We discussed that it was an animal fantasy story and what made it animal fantasy. I then had students get their reading street book out and we reread the story again as a class. I had students pay attention to details and punctuation marks as we reread the story. At the end of the story I had pictures on the smart board from the story and asked students to sequence the pictures. I felt that students had a hard time sequencing the story. Next time, I will review what each picture is. I felt that maybe they had a hard time making out what the picture was. Before we sequence the story, I might have students go back and reread the story one more time to themselves and telling students to pay attention to what happened first, next, then, and last.

 Day 3: This lesson involved a new story and new concept question. I began the lesson by asking students to brainstorm ways that wild animals take care of their babies. As students told me their ideas on ways wild animals take care of their babies, I wrote them down on the board. After a discussion on ways wild animals take care of their babies, I played a video for students on ways that wild animals care for their babies. After the video we discussed anything new they heard that we could add to the board. Again, in this lesson I introduced new amazing words. Students came up with actions to show what these words mean. I introduced the new song called “The Squirrel Song” to students. In this lesson I introduced students to main idea and detail of a story. Students seemed to have a hard time comprehending what main idea and detail of a story is. I gave an example using the story “Little Red Riding Hood.” I then told students that I was going to read a story to them called “A Rainforest in the Zoo.” I told students that at the end I was going to ask them what the main idea of the story was and some details they could give me from the story. After the short story, I asked students what the main idea or what was my story about. Students were able to tell me what the main idea of my story was about and give me some great details that were in the story.

 Day 4: This lesson was really fun! Students enjoyed singing a song and doing the actions for any amazing words that were used in the song. Student also enjoyed listening to a short DVD about what zookeepers do and what is important to know if you became a zookeeper. I felt that the DVD at the beginning was boring and students lost interest sitting there just listening to this DVD. It would have been nice to have a video to go along with the DVD. However, students were able to tell me things that zookeepers do by listening to the DVD. Next time, I would skip having students listen to the DVD. Instead I will ask students what zookeepers do.

 Day 5: This lesson went very well! Student really enjoyed the book, Jungle Drum. I had the students be animals from the story and anytime I read that animal they made the sound of the animal. This made students pay attention to the book. At the end of the book I asked students what sounds they can hear in the jungle. We had a great class discussion about the jungle and the book.

 Day 6: This lesson went well. Students enjoyed reading the story “A Fox and a Kit” as a class. As we read the story together students followed along and paid attention to punctuation marks and used expression when needed and paused at the end of periods when needed. I kept the students attention by reading sentences the incorrect way and students would tell me if I read it correctly or not. If I didn’t then students would read the sentence correctly to me. I kept students engaged by asking questions during and after reading. When I read a sentence aloud and had students check to see if I read it correctly, this helped students pay attention to punctuation at the end of sentences. I think that next time before we read the story, I will do a picture walk with students. Sometimes, I forget to do that with students and I felt some students would look ahead when we were reading to see what was on the next page. I did tell students at the beginning not to flip ahead and look at pages that they had to stay on the page and follow along.

 Day 7: I felt this lesson was challenging for some students. When I explained to students that if we have two cats that we added a plural s to the end of the word cats, which means more than one. I then explained that when we add the inflected –s to the end of verbs it makes a /z/ sound but has the same /s/ spelling. I definitely had to keep reviewing and giving sentences as examples to help them understand this concept. I think this lesson might be one I would break up into a two -day lesson. This way they can review the second day and get more practice with this.

 Day 8: This lesson went really well. Students were able to blend and read words that had the –ing ending. Students were able to complete a worksheet adding –ing endings to words and choosing words with –ing to fill in the blank on sentences.

 Day 9: This lesson went well. Students read the story “Rob”, aloud with the teacher. At the end of the story they then had to go back and highlight words with the /s/ ending, circle words with the –ing ending and underline their high frequency words for the week.

**Section 6 Analysis of Student Learning**

Before I began my unit I gave students a baseline reading test. This baseline reading test consisted of 45 questions. These questions covered: Word Recognition; Short a; Consonants m /m/; s, ss /s/; t /t/; Consonants r /r/, w /w/, k /k/, j /j/; Sequence; Draw Conclusions; Main Idea and Details; Plot; Letter Recognition; Consonants d /d/, l, ll /l/; h /h/; Consonants f, ff /f/; b /b/, g /g/; Setting; Facts and Details. I read stories aloud and questions aloud to students. We took the test in the classroom on laptops. The test was scored right away when students hit done at the end of the test. I felt this was easier than having to grade all the tests by hand. However, students were frustrated, some didn’t know how to scroll, and the computer would kick students out of the test at times. This made it harder for the teacher to give the test and run around the room to help students maneuver the computer.

 At the end of my reading unit I gave the unit test. The unit test consisted of 45 questions as well. This test covered: character, drawing conclusions, main idea and detail, realism/fantasy, sequence, setting, sentences, high frequency words, consonant pattern-ck, consonant x /ks/, short vowels, consonant blends (final), consonant blends (initial), inflected endings-ing and –s, plural –s, and consonant s /z/. This time I felt that it would be easier to take the test in the computer lab, where it was easier for students to scroll using the mouse. It still took quite a bit of time just getting students logged in and set up for the test. I again, read aloud stories, questions, and answer options to students. During the test I walked around the room and assisted those who were having trouble maneuvering the computer.

 I created a graph comparing the baseline score and the unit 1 test score. The baseline test that I gave at the beginning of this unit was easier than the unit 1 test. However, when I was looking at the results, I felt that for some scored higher on the unit 1 test than the baseline test. According to the results and my graph, six students scored higher on the baseline test than the unit 1 test. There were three students who got the same score on the baseline test and the unit 1 test. Seven students scored higher on the unit 1 test than the baseline test.

Baseline Percentages: 98%, 96%, 96%, 93%, 96%, 96%, 100%, 98%, 100%, 100%, 96%, 96%, 96%, 98%, 98%, 100%, 98%, 93%, 87%

Unit 1 Test Percentages: 90%, 98%, 98%, 100%, 95%, 100%, 100%, 98%, 98%, 95%, 95%, 88%, 100%, 95%, 100%, 98%, 98%, 93%

Overall Growth Percentage: The average baseline test score was 97%. The average unit 1 test score was 97%.

**Section 7 Reflection and Self-Evaluation**

By completing this case study it showed me what my students learned and what they still need to work on. In the results section you can click on the student’s name and see what areas the student struggled with and needs to work on. The baseline test was easier than the unit 1 test. Some students did not show growth on the unit 1 test and scored higher on the baseline test. The students who scored higher on the baseline test than the unit 1 test improved what they knew before the unit as shown with the baseline test. I feel that these students did not show growth on the unit 1 test because the lessons in this unit were very repetitive. The only thing that changed was the new stories, songs, and amazing words in each lesson. Some lessons continued on from the previous day. By the third day of rereading and discussing the same story, the students got bored with the story. In this unit I also included some word work lessons. On the baseline test there were a lot questions over word recognition and consonants. The lessons I included in this unit included consonant blends and the beginning and end of words, inflected endings such as plural /s/ and /ing/ endings. Students completed worksheets in these lesson dealing with plural /s/ and /ing/ endings. When I was grading these worksheets, some students seemed to struggle with this concept. Before I began each new lesson I made sure to review with students what was taught in the previous lesson.

 There were three higher-level students who scored the same on the baseline test and the unit 1 test. Seven students scored higher on the unit 1 test than the baseline test. Out of those seven students who scored higher on the unit 1 test, there is one student, who is not yet identified on an IEP, that has behavior issues, trouble reading, and trouble writing showed a 6% increase in his score. On the baseline test he scored an 87% and on the unit 1 test he scored a 93%.

 I believe the lessons in this unit helped the students. All of the lessons in this unit were taught in a whole group setting. There were times when students completed assignments on their own. The teacher checked these assignments the students completed. This helped me see what the students understood and what I needed to review with students.

 I wish that the baseline test and the unit 1 test were the exact same instead of the baseline test being easier than the unit 1 test. I feel that my two students who scored higher on the baseline and lower on the unit 1 test could’ve show more of an improvement had the tests been the same and asked the exact same questions. Student 1 and student 13 both scored 8% lower on the unit 1 test than the baseline test. I feel that student 1 scored lower on the test because he receives ESL services and student 13 has trouble with reading but hasn’t been identified. At the end of kindergarten student 13 showed she was on grade level for reading.

 If I were to teach this unit again, I would add more hands-on activities to keep the students engaged in learning. I felt that some of the lessons were so repetitive that students got bored so easily. I could of done more activities or played review games to help students with word work lessons. Now that I look back I felt during the word work lessons I included in this unit, I had students completing worksheets. This was my way to check for student understanding but I feel some students got bored with it. Some students I even caught rushing through the worksheet to get it done and made silly mistakes because they were rushing. That made it hard to figure out if students had a hard time understanding what was taught or if it was because they just wanted to hurry and get the worksheet done. In this unit I could’ve done more with small groups. I could’ve had students reread the stories in the lessons with partners. Pairing lower level readers with higher-level readers. When I had students rereading the stories, we did so as a whole group. Those lower level readers at times would space off and not follow along. By pairing students up and having them take turns reading the story this gives those lower level readers more help, but from a peer.

 By completing this case study, I learned that every student has the ability to learn. Every student doesn’t learn the same way and as a teacher you need to figure out what works best for all students. After seeing the results from both tests, I now know what areas I need to go back and review with students. As much as I would like to just reteach all of the lessons, that is just not practical with the amount of time in the classroom.

 I also learned that as a teacher you have to be flexible and prepared. There will be times when lessons won’t go the way you had planned, and you need to be flexible and able to adjust lessons if needed. During my student teaching career, I have learned to plan at least a week in advanced and have any copies or materials you need the Friday before the start of the new week. My cooperating teacher and the other team of first grade teachers plan on Tuesdays after school and have copies and materials made before Thursday. Teachers are required to turn in their plans to the principal by the Thursday before the new week. If you are one that waits until the last minute to make copies and gather materials, you never know when the copier might not be working or the materials you need aren’t available. This can cause a lot of undo stress for the teacher.

 This case study also taught me to listen to my data. It is important to give a pre-test or baseline test to see what students know and where to begin with planning and teaching. As a teacher, it is important to be open to new ideas. Teachers need to stay abreast with new technologies, tools, and learning techniques. Teachers are never done learning in life and can learn new knowledge when we least expect it. As the saying goes, students not only learn from teachers, but teachers learn from students.