Lesson 7 Reading
Teacher Work Sample
Element 1: Learning Context

During this fall semester I am a teacher candidate at Chandler View Elementary School within the Omaha Public School District. Chandler View is located just outside of Omaha in Bellevue, Nebraska, which is a part of Sarpy County. The population of Sarpy county was recorded at 156,455 people in 2010. Since Chandler View is a part of the Omaha Public School District the remainder of my statistics came from the Greater Omaha Metropolitan Statistical Area. There are 865,350 people living in the Greater Omaha Area which includes 335,075 households and 32,036 business establishments. The median household income in the Greater Omaha Area is $56,271 dollars and there is an estimated unemployment rate of 5.1 percent. The cost of living index is 88.2. The Greater Omaha Area is very diverse with 18 percent racial minorities; 7.9 percent being African American and 9 percent being Hispanic. Chandler View is an Early Childhood-6th grade, Title one school that is located just outside of South Omaha, which houses a high percentage of Hispanics. Knowing that Chandler View is a title one school is a huge indicator that I am working with students in an impoverished areas who are at risk of failing to meet state standards.

Chandler View Elementary follows both Nebraska State Standards and the Omaha Public School District standards for Language Arts, Mathematics, Science, and Social Studies which are separated by grades. There are specific books and curriculums aligned for Reading, Math, Science, Social Studies, Spelling and Handwriting. The curriculums are a combination of school and district mandates. These required curriculums, books, and standards impact many of the day to day routines within the classroom. There is a specific block of time that is to be spent working on each subject throughout the day. For example teachers should be spending 190 minutes on Reading and Writing at a minimum each day. Journeys, the standard Basil used at Chandler View includes guided level readers, included for each week. The Daily Five, a management piece within the reading and language arts block and Imagine Learning, a language arts program which provides experiences with listening,
speaking, and reading on a computer are both school mandated programs. Imagine Learning helps to bring
technology, singing, speaking, recording, and the children playing back their own responses into the classroom.
Within the school there are two behavior skills classrooms. There are also many resources available for small
groups of reteaching, gifted and talented programs, special education, guidance and counseling, and before and
after clubs. This gives students and opportunity to learn and be taught to their abilities, whether that means
being challenged or given extra assistance.

To start the year in Room 17 at Chandler View the students, with the guidance of the teacher, came up
with a Declaration of Expectations. They first reviewed the school rules and then came up with additional
expectations they felt were necessary to provide a fun and safe learning environment. After they came up with
their final list, everyone in the class signed the expectations and they were hung in the classroom. This was the
first sign of ownership in the classroom for the students, which is extremely important. Along with the school
and classroom expectations there is a clipboard which is used to hold the students accountable throughout the
school day. My cooperating teacher also uses a money system, where students are able to earn and lose money
for certain behaviors. At the end of the week a store is opened where students can buy toys and books. The
class spends the first 15 minutes before school playing board games, proceeded by bell work and opening, the
remainder of the morning is spent on language arts and reading. The students then go to recess and lunch.
After lunch Magic Tree House books are read aloud to the students, followed by writing, specials, math, science
or social studies, and handwriting. Specials at Chandler View include a cycle day rotation of Library, Physical
Education, Computer Lab, Music, Art, and Guidance. Aside from this schedule each day is also filled with 3
restroom breaks, a weekly store, demonstrations, and singing which makes for a very busy day in second grade.
Since the day is packed full of information to be taught it is important to keep students engaged and in a routine
which helps to achieve your goals as a teacher while fitting to all students’ needs. There are many different
grouping patterns that take place in my classroom. The room is set up in tables of four students. There are two
small tables which are used for small group instruction with the teachers and Para within the classroom. There
is also whole group instruction and partner work that is done. This helps to build social relationships in the classroom and give opportunities for students to learn from each other and have time to meet with the teacher.

My classroom is fortunate enough to have an abundance of technology including an Elmo and Promethean Board, a class set of iPads to share among the four second grade classrooms, stereo, cart of laptops, and a television installed within the classroom. This brings an aspect of education that is quickly growing and helps to advance students by giving them hands on learning.

In my second grade classroom there are twenty-three students, nine female and fourteen male. There are fourteen Latino, two African American, five White, two students that are two or more races. There are ten students who are below grade level in one or more subject, five students that are above grade level in one or more subject, and eight students who are on grade level in one or more subject. Out of the twenty-three students in my second grade class there are two special education students, one gifted student, and twelve English Language Learners. This makes instruction within my classroom very widespread. It is important to build each lesson to fit each and every one of my students. This means that I need to find ways to challenge those students who are above grade level, assist students who are struggling, and eliminate confusion and help each student to grow in all ways. While over half of the students in my classroom come from a household that speaks a language other than English, it is important to get to know the needs of those families to be able to keep an open line of communication between home and school.

Chandler View is located in a suburban neighborhood full of working class families, single parent families, and homes with multiple families occupying a single household. There are also many families who speak more than one language, English often being the second language, and sometimes no English at all. Being able to work and communicate are essential to life in the Chandler View community. Chandler View Cougars ROAR (Respect Others and Accept Responsibility). For all of the students at Chandler View, the behavior of respecting others is reflected in all of the school rules (1. listen, act, speak in a kind way, 2. follow directions the first time given, 3. keep hands, feet, and objects to yourself). A person doing all of these things is being
respectful. This often takes teaching and re-teaching because it has never been expected of a number of the students. As students become citizens in the community, the staff at Chandler View would like them to be the people who show up for work on time, do the things that are expected, and be honest and responsible for their decisions and actions. In second grade, they are asked to complete homework each week, read and study math facts every night, take folders home on Thursday, have a conversation with their family about papers, and return the folder every Friday, and attend school each day, come prepared for school with a backpack, glasses if necessary, and eat breakfast every day. There are also two behavior rooms for students who need more help learning how to function in a school and who can be extra disruptive when they are frustrated.

Chandler View students come to school from much different environments than a typical student living in other parts of Omaha. Many of the students lack prior knowledge and experience with many of the things the average person may take for granted. These are things that the school and teachers have to provide to make learning and understanding a possibility. Many of the students have not been to places throughout the city; so many field trips are taken to provide students with those experiences, like museums, the theater, the zoo, a swimming pool, a picnic, or a visit to a state park. Many of our students may lack certain experiences at home as well. Many students have never made chocolate milk, Kool-Aid, or a root beer float. A lot of behaviors also have to be taught that a typical second grader may already find easy, like sitting and listening to someone read a book. If a kid doesn't sit at home and listen to a book for 15 or 20 minutes, he or she will have a hard time doing it in school.

It is very important to know your students. Within the first week of school my cooperating teacher sent home a questionnaire asking the parents to share information about their kids (hobbies, strengths, weaknesses, favorite subject in school, and any concerns), we also spent the first week going to recess with the students, having lunch with them, and spending the first 15 minutes of the school day playing games. This gave me an opportunity to talk to them and learn about them outside of classroom instruction. My cooperating teacher shared with me that this will teach you what makes certain kids excited and what kind of learners they are. A
big difference between 21st century education and how students were taught, even 15 years ago is that
information does not come just from a teacher or a text book. There are many resources within the community
that are available if you want them. An example my cooperating teacher has already shared with me is bringing
in the custodian, who is also a volunteer fire fighter in Bellevue during a fire safety lesson instead of being
shown by their same every day teacher because we all know kids love visitors. Students are also able to obtain
information from other sources besides people. The internet, apps on the iPad, and different games make
learning more fun, and interactive. These additional resources that we now use in school will not matter if you
do not know your kids. One of the most important pieces of information that my cooperating teacher has
shared with me so far is that “it is important to know and understand the curriculum, but good teachers teach
the kids, not the curriculum.”

Interview with Dan Nowak (Cooperating Teacher)

1) **Me:** How do you adjust to working with such a diverse community of students and families?

   **Nowak:** It is important to be open minded, willing to learn new things about others and yourself. You
can’t be afraid to talk to people that you wouldn’t normally talk to, keeping an open line of
communication with parents is really important. Taking an English class for Spanish speaking parents
has really helped to show parents that I was putting in effort. Participating in school functions that are
outside of school (skating parties, PTO movie nights, Don and Millies night) makes a huge difference to
the family, not required, but part of being a teacher, working with different kids. I read journal articles,
books, etc. that have to do with research based methods.

2) **Me:** With the rise in technology, how do you plan to incorporate iPods, iPads, computers, and other
technology into your classroom?

   **Nowak:** The most important thing is to have the commitment and support from your administration.
The school district offers some classes and inservices to help incorporate things onto the promethean
board and computer. I have taken classes at the TAC to build a website, administration is providing training (some) for the iPads, I have also taken some classes at the apple store, not to mention just browsing apps on your own time and seeing what works and doesn't work.

3) **Me:** The second grade teachers at Chandler View work as a team, what is difficult when doing this and what is helpful or beneficial?

**Nowak:** What is beneficial is that it makes it easy to stay on track, it's helpful having support since you are all teaching the same things and you can figure out what works and what doesn't work. It also makes it easier to handle the difficult moments. The hard part is how much you plan together and the fact that everyone has different teaching styles and personalities.

4) **Me:** Chandler View being a Title One school, what does this look like for you as a teacher?

**Nowak:** It is definitely a challenge because if you go by statistics these are the students that are the greatest disadvantage to be successful in school. But working with this population has made me a better teacher because it has forced me to be creative enough to reach all of the students.

5) **Me:** Tell me your viewpoints on state and district testing, regulations, and mandates.

**Nowak:** While I understand the need for state testing and the analysis of the results I also believe that it is very challenging for schools with such a diverse population. As a teacher I know that one size doesn't always fit all and one test isn't always going to measure what a child has learned.
Classroom Pictures
<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>National, State, or Local Standards</th>
<th>List of appropriate instructional strategy</th>
<th>List of appropriate technology to improve learning</th>
</tr>
</thead>
</table>
| **Objective 1:**  
The learner will be able to identify the correct definition to match the given vocabulary word with 80% accuracy. | OPS: 03 Reading: Relate new grade level vocabulary to prior knowledge and use in new situations. | Interactive instruction:  
-Think-Pair-Share vocabulary words with relatable topics  
-Quiz, quiz, trade vocabulary cards  
**Direct instruction:**  
-Reading "The Ugly Vegetables" out loud, stopping at each vocabulary word to discuss  
-Introducing words, looking at the word, saying the word aloud, reading through a sentence with the word | Using the Promethean Board to enlarge vocabulary cards, vocabulary matching on the Promethean Board, and review game on the Promethean Board |
| **Objective 2:**  
The learner will be able to correctly interpret homophones in a sentence with 75% accuracy. | OPS: 03 Reading: Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, multiple meanings) | Independent Instruction:  
-Homophones worksheet, color code the corresponding homophones  
-students chose two words to illustrate and write the different definitions  
**Direct Instruction:**  
-To go along with the homophones worksheet, as a small group discuss the meanings of each pair  
-Read the story "Dear Deer" to the students, stop to identify homophones and discuss the different meanings  
**Homophones application on the iPad, sentences and pictures given, students identify the correct word.**  
Ex. Cathy ________ a hotdog.  
a. ate  
b. eight |
| **Objective 3:**  
The learner will be able to match the final sound in a word with the same final sound in the Promethean Board. | OPS: 01 Reading: Use knowledge of letter/sound correspondence and spelling patterns to read, write, and spell | Direct Instruction:  
-sound/spelling cards  
-phonemic awareness practice on the Promethean Board | The Promethean Board was used to practice phonemic awareness, enlarge sound/spelling cards. |
another word with 75% accuracy.

- categorizing spelling words by their final sounds (ck, ss, ll, dd, ff)
  **Interactive instruction:**
  - spelling word chants (shout/whisper, rocket spelling, clap/stomp/snap)

  and model categorizing spelling words.
  
  Cimo Spelling application on the iPad was used to practice letter sounds and spelling.

| Objective 4: The learner will be able to correctly identify the proper nouns in a sentence using appropriate capitalization with 100% accuracy. | **OPS: 03 Reading:** Use word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech) | **Direct Instruction:**
  - identify proper nouns (names for people or animals, names for places)
  - small group practice with whiteboards
  **Independent Instruction:**
  - Correcting sentences during Bell Work and Daily Proofreading Practice (done in the morning and at the beginning of writing, this is separate from the reading block) | **The Promethean Board was used to introduce Proper Nouns each day. It was also used to project Bell Work and Daily Proofreading Practice** |

| Objective 5: The learner will be able to demonstrate understanding of text by answering 3 out of 4 comprehension questions correctly. | **OPS: 03 Reading:** Read phrases, clauses, and sentences that sound like natural language to support comprehension | **Direct Instruction:**
  - The Ugly Vegetables, Trouble in the Lily Garden, Magic Tree House Books were read aloud to the students each day
  - Comprehension questions were asked throughout the lessons
  - weekly story "The Ugly Vegetables"
  - During small group, students read aloud a page, cover the page, and talk about what they read
  **Independent Instruction:**
  - Students read independently for 20 minutes each day
  - Students read with a partner for 20 minutes | **Projectable 7.4 was put on the Promethean Board to discuss drawing conclusions** |
Objective number one is a routine that is in place each week with different vocabulary words. The students see these eight vocabulary words many times throughout the week and again in the following lessons. Each day of the unit plan the students are discussing vocabulary words, using their prior knowledge to share ideas about the vocabulary, and reading these vocabulary words in the grade level text, weekly read aloud, and vocabulary reader in small groups. I use the Promethean Board to enlarge the vocabulary words so the students are able to see and say the words at the same time.

The second objective in my unit plan covers the weekly vocabulary strategy, Homophones. I used many different techniques to introduce and teach homophones. The students became familiar with homophones from the book "Dear Deer", a story about an Ant who was writing to her niece, a Deer. We talked about what homophones are, examples of a homophone, how you decipher what the word means, and identifying homophones. The students participated in discussion and words independently throughout the unit plan. During Daily 5 centers the students worked on the iPads to identify homophones.

The next objective that I am going to discuss covers final sounds in our phonics portion of my unit plan. The students were instructed each day with a phonemic awareness warm-up, blending practice, building words in guided practice, and again during spelling practice. This aligns with the Omaha Public Schools content standards because the students are using their knowledge of letter/sound correspondence to match the same final sounds. This objective is worked on each day during small group for the two lowest groups in my classroom. Using letter cards have been especially helpful. During the reading centers the students also use the Cimo Spelling application to work on letter sounds and spelling.

The fourth objective that I will be briefly discussing covers proper nouns. This objective is actually taught during writing, but is reviewed during small groups in the reading block and also tested in the reading test. The students continuously practice all grammar techniques during Bell Work and Daily Proofreading Practice, which are both projected onto the Promethean Board.
The final objective that I will be discussing during my unit plan covers comprehension of text. Throughout each day the students are continuously reading or being read to, sometimes in reading and other times in the other subjects taught each day. It is imperative that the students understand what they are reading and are able to answer those higher level thinking questions that go along with the text. This objective aligns with the Omaha Public Schools content standard discussing reading phrases, clauses and paragraphs and the comprehension that goes along with that reading. To practice comprehension of text and guided reading the students read their level of books during independent reading and read to partner. They are often asked to discuss their book with classmates or myself at the end of the reading block in a think, pair, share format.

During my unit plan I am continuously assessing the students on all of the objectives that are listed above. Whenever I introduce a new strategy or skill I write the name of the strategy or skill on the board to give students a moment to think about the word and recall anything that may have been previously learned. This allows me to see how much the students know. I used thumbs-up/thumbs-down frequently to see what students are with me and what students might have questions. A lot of formative assessment is done in small groups when I have a small range of students to work with. The students were also given a homework packet that covered comprehension and homophones to work on at home during the week of my unit plan. Before I gave my summative assessment on the final day of my unit plan the students played a review game following the Kagan Strategy “All heads together”. The review consisted on 16 slides covering all 5 target objectives.

Since I do a lot of pre-assessment within the classroom on the first day I introduce a target skill or strategy, I am going to use the homework packet covering comprehension and homophones to interpret what needs to be stressed throughout my unit plan. The three students that I will be discussing today come from my orange group (low), green group (middle high), and blue group (high). I found that the students seemed to grasp using context clues to find the missing homophone. One student really struggled with this concept. During the pre-assessment the students had adult help to read the story and the questions out loud. I think that
this is a big factor in their high achievement on the pre-assessment. I continued to work on both the homophone and comprehension skill throughout the week. I will not change any of my objectives for the unit plan. Instead I will challenge those students who already have mastered the pre-assessment and assist those students who are struggling.
Name _______________________________________________

Homophones: Write the correct word in the blank for each sentence.

<table>
<thead>
<tr>
<th>flour</th>
<th>flower</th>
<th>sail</th>
<th>sale</th>
<th>herd</th>
<th>heard</th>
</tr>
</thead>
<tbody>
<tr>
<td>sent</td>
<td>cent</td>
<td>sun</td>
<td>son</td>
<td>hole</td>
<td>whole</td>
</tr>
</tbody>
</table>

1. I ______________________ my friend tell a funny joke today.
   We saw a __________________ of cattle on the farm.

2. Mom picked a ______________________ in her garden.
   I measured the ______________________ for the cake.

3. The boats white ________________ was big and beautiful.
   The gift shop is having a huge _________________.

4. The ________________ was shining on the water.
   My parents have a daughter and a _________________.

5. Dad dug a ________________ and planted the tree.
   My family ate the ________________ pizza.

6. Aunt Sally ________________ me a birthday card.
   I only need one more ________________ and I have a dollar.
Read the story and answer the questions below.

Olivia carried rags and soap. Her sister Emma carried a pail. Olivia poured some soap into the pail. They filled it with water. Then Olivia and Emma each dipped a rag into the water. Olivia started working on the windows. Emma did the tires. When Emma was done, she asked Olivia to look.

“You missed a spot,” Olivia said. She pointed to some dirt. Emma cleaned the spot. Olivia smiled.

Just as they finished, their mother came outside. “Nice Work!” she said. She handed Olivia and Emma a dollar each. “Here’s the money I promised you.”

“Thanks, Mom.” Olivia said, looking at her dollar bill. “Do you have any other jobs for us to do?”

1. What did Olivia carry? _______________________________

2. What did Emma carry? _______________________________

3. What are Olivia and Emma doing? _______________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________

4. What did their mom give them? __________________________

5. What are three things that you would need if you had to wash your mom’s car?
   ___________________________________________________________________________________
Homophones: Write the correct word in the blank for each sentence.

flow  flower  sail  sale  herd  heart
sees  sent  sure  some  whole  whole

1. I heard my friend tell a funny joke today.
   We saw a heart of cattle on the farm.
2. Mom picked a flower in her garden.
   I measured the sent for the cake.
3. The boat's white cent was big and beautiful.
   The gift shop is having a huge sail.
4. The sun was shining on the water.
   My parents have a daughter and a bale.
5. Dad dug a son and planted the tree.
   My family ate the whole pizza.
6. Aunt Sally flour me a birthday card.
   I only need one more whole to have a dollar.
Homophones: Write the correct word in the blank for each sentence.

1. I heard my friend tell a funny joke today.
   We saw a bird of cattle on the farm.
2. Mom picked a flower in her garden.
   I measured the flour for the cake.
3. The boat’s white soil was big and beautiful.
   The gift shop is having a huge sale.
4. The sun was shining on the water.
   My parents have a daughter and a son.
5. Dad dug a hole and planted the tree.
   My family ate the whole pizza.
6. Aunt Sally sent me a birthday card.
   I only need one more cent to have a dollar.
Homophones: Write the correct word in the blank for each sentence.

1. I ___ heard ___ my friend tell a funny joke today.
   We saw a ___ herd ___ of cattle on the farm.

2. Mom picked a ___ flower ___ in her garden.
   I measured the ___ flour ___ for the cake.

3. The boat’s white ___ sail ___ was big and beautiful.
   The gift shop is having a huge ___ sale ___.

4. The ___ sun ___ was shining on the water.
   My parents have a daughter and a ___ son ___.

5. Dad dug a ___ whole ___ and planted the tree.
   My family ate the ___ whole ___ pizza.

6. Aunt Sally ___ sent ___ me a birthday card.
   I only need one more ___ cent ___ to have a dollar.
Read the story and answer the questions below.

Olivia carried rags and soap. Her sister Emma carried a pail. Olivia poured some soap into the pail. They filled it with water. Then Olivia and Emma each dipped a rag into the water. Olivia started working on the windows. Emma did the tires. When Emma was done, she asked Olivia to look.

"You missed a spot," Olivia said. She pointed to some dirt. Emma cleaned the spot. Olivia smiled.

Just as they finished, their mother came outside. "Nice work!" she said. She handed Olivia and Emma a dollar each. "Here’s the money I promised you."

"Thanks, Mom," Olivia said, looking at her dollar bill. "Do you have any other jobs for us to do?"

1. What did Olivia carry? rags and soap
2. What did Emma carry? apail
3. What are Olivia and Emma doing? cleaning a car
4. What did their mom give them? 1dollar
5. What are three things you would need if you had to wash your mom’s car? water and soap and rags
Read the story and answer the questions below.

Olivia carried rags and soap. Her sister Emma carried a pail. Olivia poured some soap into the pail. They filled it with water. Then Olivia and Emma each dipped a rag into the water. Olivia started working on the windows. Emma did the tires. When Emma was done, she asked Olivia to look.

"You missed a spot," Olivia said. She pointed to some dirt. Emma cleaned the spot. Olivia smiled.

Just as they finished, their mother came outside. "Nice work!" she said. She handed Olivia and Emma a dollar each. "Here's the money I promised you."

"Thanks, Mom." Olivia said, looking at her dollar bill. "Do you have any other jobs for us to do?"

1. What did Olivia carry? rags and soap

2. What did Emma carry? a pail

3. What are Olivia and Emma doing? cleaning the car

4. What did their mom give them? a dollar bill

5. What are three things you would need if you had to wash your mom's car? soap and rag, hose
Read the story and answer the questions below.

Olivia carried rags and soap. Her sister Emma carried a pail. Olivia poured some soap into the pail. They filled it with water. Then Olivia and Emma each dipped a rag into the water. Olivia started working on the windows. Emma did the tires. When Emma was done, she asked Olivia to look.

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Just as they finished, their mother came outside. "Nice work!" she said. She handed Olivia and Emma a dollar each. "Here's the money I promised you."

"Thanks, Mom." Olivia said, looking at her dollar bill. "Do you have any other jobs for us to do?"

1. What did Olivia carry? __rags and soap__
2. What did Emma carry? __a pail__
3. What are Olivia and Emma doing? __they cleaned the car__
4. What did their mom give them? __$1 dollar__
5. What are three things you would need if you had to wash your mom's car? __soap, rags, and water__
## Element 3: Assessment Plan

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Assessment Methods</th>
<th>Standard of Performance/ Expectation</th>
<th>Rationale</th>
<th>Adaptations</th>
</tr>
</thead>
</table>
| **Objective 1:** The learner will be able to identify the correct definition to match the given vocabulary word with 80% accuracy. | Formative: think, pair, share participation, small group discussion of vocabulary, ability to use vocabulary in dialogue, matching on promethean board, review game  
**Summative:** There will be 5 questions covering vocabulary on the final weekly assessment | I expect the students to get 4 of the 5, or 80% of the vocabulary questions correct on the final weekly assessment. | I chose this assessment because I will be able to take what I have seen throughout the week and compare that with how they perform on a pencil/paper exam. While I think that it is extremely important to see how a student performs in a group setting or out loud, it is equally important to see how they can apply that to paper. | Students who are in the orange group (low group) will have the final assessment read to them by the classroom paraprofessional.  
**All small group instruction with differ from level to level** * * |
| **Objective 2:** The learner will be able to correctly interpret homophones in a sentence with 75% accuracy. | Formative: Promethean Board practice, homophone worksheet in small groups/independently, homework (pre-assessment)  
**Summative:** There will be 4 questions cover homophones on the final weekly assessment. | I expect the students to get 3 of the 4, or 75% of the homophone questions correct on the final weekly assessment. | I chose this assessment because I will be able to take what I have seen throughout the week and compare that with how they perform on a pencil/paper exam. While I think that it is extremely important to see how a student performs in a group setting or out loud, it is equally important to see how they can apply that to paper. | Students who are in the orange group (low group) will have the final assessment read to them by the classroom paraprofessional.  
**All small group instruction with differ from level to level** * * |
<table>
<thead>
<tr>
<th>Objective 3: The learner will be able to match the final sound in a word with the same final sound in another word with 75% accuracy.</th>
<th>Formative: small group assessment using picture cards, categorizing spelling words by their final sound, review game will contain questions similar to those on the final assessment. <strong>Summative:</strong> There will be four questions on the final weekly test.</th>
<th>I expect the students to get 3 of 4, or 75% of the questions covering final sounds on the final weekly assessment.</th>
<th>I chose this assessment because I will be able to take what I have seen throughout the week and compare that with how they perform on a pencil/paper exam. While I think that it is extremely important to see how a student performs in a group setting or out loud, it is equally important to see how they can apply that to paper.</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Objective 4: The learner will be able to correctly identify the proper nouns in a sentence using appropriate capitalization with 100% accuracy.</td>
<td>Formative: Bell Work (correcting sentences), Daily Proofreading Practice, small group white board practice. <strong>Summative:</strong> There will be three questions covering proper nouns on the final weekly assessment.</td>
<td>I expect the students to get 3 of the 3, or 100% of the questions covering proper nouns correct on the final weekly exam.</td>
<td>I chose this assessment because I will be able to take what I have seen throughout the week and compare that with how they perform on a pencil/paper exam. While I think that it is extremely important to see how a student performs in a group setting or out loud, it is equally important to see how they can apply that to paper.</td>
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</tr>
<tr>
<td>Objective 5: The learner will be able to</td>
<td>Formative: Participation during whole group read</td>
<td>I expect the students to get 3 of 4, or 75% of the</td>
<td>I chose this assessment because I will be</td>
<td>Students who are in the orange group (low group) will have the final assessment read to them by the classroom paraprofessional. <strong>All small group instruction with differ from level to level</strong></td>
</tr>
</tbody>
</table>
Throughout my unit plan I continuously worked to assess the understanding that my students had of each objective. I included a wide variety of assessments including cooperative learning strategies, coloring, individual work, reading, whole group review, and a pencil/paper summative assessment. I used my assessment plan to guide instruction, but I made sure to teach to the students and not to the content standards.
Fill in the circle next to the correct answer.

1. What does the word **scent** mean in the sentence below?
   **The dog followed the squirrel’s scent through the woods.**
   - O smell
   - O taste
   - O sound

2. What does the word **bloom** mean in the sentence below?
   **The garden is beautiful when the roses bloom.**
   - O die
   - O fall
   - O open

3. What does the word **tough** mean in the sentence below?
   **The tough meat is hard to chew.**
   - O not soft and tender
   - O not salty and tasty
   - O not thick and heavy

4. What does the word **nods** mean in the sentence below?
   **Jack smiles and nods when his mom asks him if he wants some milk.**
   - O drops his head as he starts to fall asleep
   - O signals yes by moving his head up and down
   - O stares straight ahead without blinking his eyes

5. What does the word **wrinkled** mean in the sentence below?
   **Kelly’s shirt was wrinkled from being in her backpack.**
   - O fresh and folded
   - O dirty and stained
   - O crumpled and creased

6. What does the word **two** mean in the sentence below?
   **Are there two shoes in each shoebox?**
   - O also
   - O very
O a pair

7. What does the word **where** mean in the sentence below?
   **This is where I go to school.**
   O the place
   O put on clothes
   O get old or used up

8. What does the word **plain** mean in the sentence below?
   **Tom always writes with a plain black pen.**
   O not fancy
   O a machine that flies
   O a large, flat grassland

9. What does the word **know** mean in the sentence below?
   **Jane and Russ know how to play the piano.**
   O none
   O not yes
   O understand

10. What does the word **sew** mean in the sentence below?
    **Amy’s father showed her how to sew a button on her coat.**
    O very
    O plant seeds in dirt
    O stitch together with thread

11. Which word has the same final sound that you hear at the end of the word **book**?
    O clap
    O duck
    O nickel

12. Which word has the same final sound that you hear at the end of the word **mail**?
    O melt
    O hold
    O smell

13. Which word has the same final sound that you hear at the end of the word **prize**?
    O fuzz
O must
O pizza

14. Which word has the same final sound that you hear at the end of the word face?
O fish
O buzz
O cross

15. How should this sentence be changed?
Cassie is reading a book about Benjamin franklin.
O change Cassie to cassie
O change franklin to Franklin
O change Benjamin to Benjamin

16. How should this sentence be changed?
My mother bought a rug that was made in california.
O change My to my
O change rug to Rug
O change california to California

17. How should this sentence be changed?
How can a cat named sweetie Pie cause so much trouble?
O change Pie to pie
O change cat to Cat
O change sweetie to Sweetie
Read the story to answer questions 18- 20.

A girl and her mother plant a garden. The neighbors have gardens, too. They all use shovels to dig in their gardens. The neighbors use small shovels. The girl and her mother use big shovels.

The girl and her mother are growing Chinese vegetables. The girl asks why they don’t grow flowers like the neighbors. Her mother says Chinese vegetables are better than flowers.

The girl’s garden starts growing. It has little green stems. The neighbors’ gardens have little green leaves. Soon, pretty flowers are blooming in the neighbors’ gardens. The girl’s garden is plain. It has ugly vegetables with wrinkled leaves.

One day, the girl and her mother pick the ugly vegetables. The girl goes out to play and soon she smells something. The neighbors smell the delicious scent, too. The girl
goes to her house. Her mother has made soup. The girl tries it and the flavors are very good.

The neighbors come to her house with flowers. They want to trade flowers for soup! Everyone eats dinner together. The next spring, everyone plants vegetables and flowers.

18. What is blooming in the neighbors' gardens?
   O vegetables
   O soup
   O flowers

19. What do the girl and her mother use the vegetables in their garden to make?
   O soup
   O a decoration
   O to make the house colorful

20. What does everyone in the neighborhood plant the next spring?

   1. _______________________
   2. _______________________
Fill in the circle next to the correct answer.

1. What does the word scent mean in the sentence below?
The dog followed the squirrel's scent through the woods.
- smell
- taste
- sound

2. What does the word bloom mean in the sentence below?
The garden is beautiful when the roses bloom.
- die
- fall
- open

3. What does the word tough mean in the sentence below?
The tough meat is hard to chew.
- not soft and tender
- not salty and tasty
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Are there two shoes in each shoebox?
- also
- very
- a pair
7. What does the word *where* mean in the sentence below?
   This is *where* I go to school.
   - the place
   - put on clothes
   - get old or used up

8. What does the word *plain* mean in the sentence below?
   Tom always writes with a *plain* black pen.
   - not fancy
   - a machine that flies
   - a large, flat grassland

9. What does the word *know* mean in the sentence below?
   Jane and Russ *know* how to play the piano.
   - none
   - not yes
   - understand

10. What does the word *sew* mean in the sentence below?
    Amy’s father showed her how to *sew* a button on her coat.
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    - plant seeds in dirt
    - stitch together with thread

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The girl’s garden starts growing. It has little green stems. The neighbors’ gardens have little green leaves. Soon, pretty flowers are blooming in the neighbors’ gardens. The girl’s garden is plain. It has ugly vegetables with wrinkled leaves.

One day, the girl and her mother pick the ugly vegetables. The girl goes out to play and soon she smells something. The neighbors smell the delicious scent, too. The girl goes to her house. Her mother has made soup.

The girl tries it and the flavors are very good.

The neighbors come to her house with flowers. They want to trade flowers for soup! Everyone eats dinner together. The next spring, everyone plants vegetables and flowers.

5. What is blooming in the neighbors’ gardens?
   - vegetables
   - soup
   - flowers

6. What do the girl and her mother use the vegetables in their garden to make?
   - soup
   - a decoration
   - to make the house colorful

7. What does everyone in the neighborhood plant the next spring?

1. __________________________
2. __________________________

-3
Fill in the circle next to the correct answer.

1. What does the word *scent* mean in the sentence below?
The dog followed the squirrel’s *scent* through the woods.
- smell
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- sound

2. What does the word *bloom* mean in the sentence below?
The garden is beautiful when the roses *bloom*.
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- open

3. What does the word *tough* mean in the sentence below?
The *tough* meat is hard to chew.
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- not thick and heavy

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18. What is blooming in the neighbors' gardens?
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19. What do the girl and her mother use the vegetables in their garden to make?
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   O to make the house colorful

20. What does everyone in the neighborhood plant the next spring?

   1. flowers
   2. vegetables
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The dog followed the squirrel's scent through the woods.
- smell
- taste
- sound
- correct answer: smell

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The garden is beautiful when the roses bloom.
- die
- fall
- open
- correct answer: open

3. What does the word *tough* mean in the sentence below?
The tough meat is hard to chew.
- not soft and tender
- not salty and tasty
- not thick and heavy
- correct answer: not soft and tender

4. What does the word *nods* mean in the sentence below?
Jack smiles and nods when his mom asks him if he wants some milk.
- drops his head as he starts to fall asleep
- signals yes by moving his head up and down
- stares straight ahead without blinking his eyes
- correct answer: signals yes by moving his head up and down

5. What does the word *wrinkled* mean in the sentence below?
Kelly’s shirt was wrinkled from being in her backpack.
- fresh and folded
- dirty and stained
- crumpled and creased
- correct answer: wrinkled

6. What does the word *two* mean in the sentence below?
Are there two shoes in each shoebox?
- also
- very
- a pair
- correct answer: two

Score: 10/20
-10

7. What does the word where mean in the sentence below?
   This is where I go to school.
   - the place
   - put on clothes
   - get old or used up

8. What does the word plain mean in the sentence below?
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   - change My to my
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19. How should this sentence be changed?
   How can a cat named sweetie Pie cause so much trouble?
   - change Pie to pie
   - change cat to Cat
   - change sweetie to Sweetie

-4
Read the story to answer questions 18-20.

A girl and her mother plant a garden. The neighbors have gardens, too. They all use shovels to dig in their gardens. The neighbors use small shovels. The girl and her mother use big shovels.

The girl and her mother are growing Chinese vegetables. The girl asks why they don’t grow flowers like the neighbors. Her mother says Chinese vegetables are better than flowers.

The girl’s garden starts growing. It has little green stems. The neighbors’ gardens have little green leaves. Soon, pretty flowers are blooming in the neighbors’ gardens. The girl’s garden is plain. It has ugly vegetables with wrinkled leaves.

One day, the girl and her mother pick the ugly vegetables. The girl goes out to play and soon she smells something. The neighbors smell the delicious scent, too. The girl goes to her house. Her mother has made soup. The girl tries it and the flavors are very good.

The neighbors come to her house with flowers. They want to trade flowers for soup! Everyone eats dinner together. The next spring, everyone plants vegetables and flowers.

18. What is blooming in the neighbors’ gardens?
   • vegetables
   • soup
   • flowers

19. What do the girl and her mother use the vegetables in their garden to make?
   • soup
   • a decoration
   • to make the house colorful

20. What does everyone in the neighborhood plant the next spring?
   1. [Signature]
   2. [Signature]
Element 4: Instructional Plans

Day 1

Parallel Structural/Lesson Plan (Hunter/Betts)

<table>
<thead>
<tr>
<th>Title: Reading, Unit 2, Lesson 7, The Ugly Vegetables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time: Monday, October 8, 2012, 9:30-11:20</td>
</tr>
<tr>
<td>Whole Group: 9:30-10:00, Small Groups: 10:00-11:20, 4 groups, 20 minutes each</td>
</tr>
<tr>
<td>Materials Needed: Student reading book (one copy), Journeys Teacher Manual, vocabulary cards, high frequency cards, Elmo, Promethean Board, letter cards, decodable reader, tape player, head phones, “Officer Buckle” book and sheets, picture cards, the students writing notebooks, prefix pumpkins, 2 iPads</td>
</tr>
</tbody>
</table>

Lesson Objective(s):

- The learner will be able to identify the correct definition to match the given vocabulary word with 80% accuracy.
- The learner will be able to match the final sound in a word with the same final sound in another word with 75% accuracy.
- The learner will be able to demonstrate understanding of text by answering 3 out of 4 comprehension questions correctly.

Standards Addressed:

- OPS: 03 Reading: Relate new grade level vocabulary to prior knowledge and use in new situations.
- OPS: 01 Reading: Use knowledge of letter/sound correspondence and spelling patterns to read, write, and spell
- OPS: 03 Reading: Read phrases, clauses, and sentences that sound like natural language to support comprehension

Accommodations/ Modifications

**Accommodations** are changes or alterations in any aspect of the instructional plan that do not substantially change academic level, performance criteria, or objective of instructional or tasks.

**Modifications** are minor or significant changes in academic level, performance criteria, or objective of instruction or task to allow for student participation.
## Before the Lesson:

### Anticipatory Set:

Ask the students “Have any of you been in a garden?” What kind of garden did you go to? What was in the garden?” Have the students think, pair, share their answers with a partner.

### Spelling Chants: clap, stomp, snap to the new spelling words, then write each word one time

## During the Lesson (Procedure):

### Instructional Input:

Present the content through a variety of instructional strategies such as lecture, discussion, group work, etc.; sequence the content logically.

### Vocabulary: As a teacher, I will start the lesson by introducing new vocabulary for the week. The words are blooming, shovels, scent, tough, wrinkled, plain, muscles, and nodded. I will use vocabulary cards to project word and sentence on the Promethean Board. I will say the word, class repeats, and then use the word in a sentence.

### Phonics: Words with double consonants and ck (T110)

- Do a couple of words for the students and then have them practice with you.
  - Read “Trouble in the Lily Garden” (T106)
  - Introduce drawing conclusions
  - Read “The Ugly Vegetable” (see comprehension questions)
**Model:**

**Centers:** I will model the correct way to write each sentence during the writing center and show its new location. (Do not copy straight from the back. I will mode the correct way to do the prefix pumpkins. (Match the word with its meaning) As the students, “what application should you be working on during reading centers?” (penguin sight word spelling) Show the students that we are on track number 6, “Officer Buckle” fill in the blank worksheet after you have finished listening.

**Check for Understanding:**

Comprehension questions to go along with “The Ugly Vegetable”

1. Page 197: What time of year is it in the city? (spring) Why might spring be a good time to plant gardens? (It is warm outside, the dirt is soft, plants will have a long time to grow)
2. Page 198: In what ways is the narrator’s garden different from the neighbors’ garden? (The narrators garden needs more digging and more water)
3. Page 200: What is the mother writing? (names of the Chinese Vegetables) Why might the girl describe these words as funny pictures? (Chinese words look like pictures)
4. Page 202: How can you tell if a garden is blooming? (its flowers are opening)
5. Page 204: What do the girl and her mother disagree about? (the kind of plants that they should grow in their garden)
6. Page 215: Why did the author write only one sentence for both of these pages? (She wanted the picture to tell the story)

**Guided Practice:**

Small Group Instruction:

**Orange Group:** letter cards to sound out words (grass, still, brick, add, jazz, mitt, puff, pack) High Frequency Words

**Student AW will need many reminders to pay attention during group lesson, on a separate behavior plan**
**Green Group**: Decodable Reader "Jill and Mack" Read to the students and have them repeat the words after each line, review ck and double consonants, High Frequency words

**Red Group**: Decodable Reader “Jill and Mack” Have the students read aloud, boys, girls, individuals, all together, review ck and double consonants, high frequency words

**Blue Group**: Decodable Reader “Jill and Mack” Have the students read aloud, boys, girls, individuals, all together, review ck and double consonants, high frequency words

**After the Lesson:**

**Closure (summary):**

While the students line up to go to recess, have them think pair share one new thing they learned during reading today.

**Follow-up Activities (may be done as homework):**

Students will be reading or working at a center during any free time.

**Homework over comprehension and homophones will be the students pre-assessment.**

**Low reading group, guided A-D**

**Middle Low reading group E-G**
The During the Lesson and After Lesson Components may vary. Components may be used more than once in a lesson. If “N/A” is used, you must explain why it is not applicable. (i.e. "There will be no independent practice because the students will complete the assignment in guided practice.")

<table>
<thead>
<tr>
<th><strong>Middle High reading group G-I</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High reading group I-M</strong></td>
</tr>
</tbody>
</table>
Second Grade  

**Reading Lesson Plans**  
Day 1: **Monday, October 8, 2012**

Unit: **2**  
Lesson: **7**  
Story: *The Ugly Vegetables*

### Whole Group

30 Min.  
9:30-10:30

- Introduce new vocab (*blooming, shovels, scent, tough, wrinkled, plain, muscles, nodded*), say the word, class repeats the word, use the word in a sentence
- Introduce daily high frequency words. Say the word, the class repeats.
- Read “Trouble in the Lily Garden”. (T106) Introduce drawing conclusions, comprehension questions
- Phonics: words with Double Consonants and ck (T110)
- Read “The Ugly Vegetables”

**Centers:**

- Model the correct way to write each sentence during writing center & new location. (Don’t copy straight from the back)
- Model the correct way to do the prefix pumpkins. (Match the word with its meaning ex. Rebuild-to build again, write this on the provided paper)
- iPads- penguin sight word spelling
- Listening- track number 6, Officer Buckle, fill in the blank to go along after they have listened

### Small Groups

<table>
<thead>
<tr>
<th>Orange</th>
<th>Green</th>
<th>Red</th>
<th>Blue</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00-10:20</td>
<td>Teacher</td>
<td>Centers</td>
<td>Read with Partner</td>
</tr>
<tr>
<td>- Letter cards</td>
<td>- Listening (#6) Officer Buckle</td>
<td>- Writing using picture cards</td>
<td>- Word Work (pre-fix pumpkins)</td>
</tr>
<tr>
<td>- Review ck and double consonants</td>
<td>- High frequency words</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

<p>| 10:20-10:40 | Read to Self | Teacher | Centers | Read with Partner |
| - Decodable Reader &quot;Jill and Mack&quot; | - Listening (#6) Officer Buckle | - Writing using picture cards | - Word Work (pre-fix pumpkins) | - iPad |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Read with Partner</th>
<th>Read to Self</th>
<th>Teacher</th>
<th>Centers</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:40-11:00</td>
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</tbody>
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Day 2

Parallel Instructional/Lesson Plan (Hunter/Betts)

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<th>Accommodations/ Modifications</th>
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<td>Time: Tuesday, October 9, 2012, 9:30-11:20</td>
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**Materials Needed:** Student reading book (one copy), Journeys Teacher Manual, vocabulary cards, high frequency cards, Elmo, Promethean Board, letter cards, decodable reader, tape player, head phones, “Officer Buckle” book and sheets, picture cards, the students writing notebooks, prefix pumpkins, 2 iPads

**Lesson Objective(s):**

- The learner will be able to identify the correct definition to match the given vocabulary word with 80% accuracy.
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**Standards Addressed:**

- OPS: 03 Reading: Relate new grade level vocabulary to prior knowledge and use in new situations.
- OPS: 01 Reading: Use knowledge of letter/sound correspondence and spelling patterns to read, write, and spell

**Before the Lesson:**

*Anticipatory Set (gain students' attention):*
Spelling chants: shout and whisper, rainbow spelling-write each word 3 times, a different color each time

**During the Lesson (Procedure):**

**Instructional Input:**

**Phonics:** continuous blending routine (T118) display letter cards, this is also a part of model

**Model:**

**Centers:** I will model the correct way to write each sentence during the writing center and show its new location. (Do not copy straight from the back. I will model the correct way to do the prefix pumpkins. (Match the word with its meaning) As the students, “what application should you be working on during reading centers?” (penguin sight word spelling) Show the students that we are on track number 6, “Officer Buckle” fill in the blank worksheet after you have finished listening.

**Check for Understanding:**

Check for understanding is done in small groups. Review of proper nouns on white boards.

**Guided Practice:**

**Vocabulary:** Ask the students the following questions, have them think, pair, share an answer to share with the class.

1. During which seasons can you see flowers blooming?
2. What is a scent that might be in your kitchen?
3. How would you choose to decorate walls that are plain?
4. What is your favorite way to use your muscles?
5. Tell about a time that you used a shovel?
6. What can you do to make wrinkled clothes smooth?
7. What are some foods that are tough to chew?
8. Tell about a time that you nodded your head instead of talking.

Small groups: When students read have them read a page, cover the page and tell what they read.

Independent Practice:

**Phonics:** display the picture cards bell, chick, dress, duck, kiss, egg, smell, and well, have partners work together to name each picture and use letter cards to build each word

After the Lesson:

Closure (summary):

“As you line up for lunch I would like you to tell me one of our spelling words that ends with the ck sound.”

Follow-up Activities (may be done as homework): N/A
Second Grade  

**Reading Lesson Plans**  

Day 2: **Tuesday, October 9, 2012**

Unit 2, Lesson 7  

Story: **The Ugly Vegetables**

<table>
<thead>
<tr>
<th>30 Min.</th>
<th>Whole Group</th>
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<tbody>
<tr>
<td>9:30- 10:30</td>
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</tbody>
</table>
|  | • Spelling Chants, rainbow spelling  
|  | • Vocabulary Review- think pair share (T 120)  
|  | • Words with Double consonants and ck (T118). *Which words have the same final sound?*  
|  | • Drawing conclusions; Analyze/Evaluate (T122) projectable 7.4 on promethean board  
|  |  
| Centers: |  |
|  | • Model the correct way to write each sentence during writing center & new location. (Don’t copy straight from the back)  
|  | • Model the correct way to do the prefix pumpkins. (Match the word with its meaning ex. Rebuild-to build again, write this on the provided paper)  
|  | • iPads- penguin sight word spelling  
|  | • Listening- track number 6, Officer Buckle, fill in the blank to go along after they have listened  

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<tr>
<th>Orange</th>
<th>Green</th>
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<tbody>
<tr>
<td><strong>Small Groups</strong></td>
<td><strong>Teacher</strong></td>
<td><strong>Centers</strong></td>
<td><strong>Read with Partner</strong></td>
</tr>
</tbody>
</table>
| **10:00-10:20** | • Review Proper Nouns  
| | • High frequency  
| | • Read "Out in the Weather"  
| | • High Frequency (zap it!)  
| **Teacher** | **Centers** | **Read with Partner** | **Read to Self** |
| **10:20-10:40** | • “Grandma’s Surprise”  
| | • Review proper nouns  
| | • High frequency (zap it!)  

50
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity for Read with Partner</th>
<th>Activity for Read to Self</th>
<th>Activity for Teacher</th>
<th>Activity for Centers</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:40-11:00</td>
<td>Vocabulary Reader “The Three Sisters”</td>
<td>“Grandma’s Surprise”</td>
<td>Review proper nouns</td>
<td>Listening (#6) Officer Buckle</td>
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<tr>
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<td></td>
<td>Writing using picture cards</td>
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<td>Word Work (pre-fix pumpkins)</td>
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<td></td>
<td>iPad</td>
</tr>
<tr>
<td>11:00-11:20</td>
<td>Centers</td>
<td>Read with Partner</td>
<td>Read to Self</td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td>Listening (#6) Officer Buckle</td>
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<td></td>
<td>Review proper nouns</td>
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<td>Writing using picture cards</td>
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<td>Read “In 1492”</td>
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<tr>
<td></td>
<td>Word Work (pre-fix pumpkins)</td>
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<td></td>
<td>Vocabulary Reader “Grandma’s Surprise”</td>
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<td></td>
<td>iPad</td>
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</tbody>
</table>
**Title:** Reading, Unit 2, Lesson 7, The Ugly Vegetables  
**Time:** Wednesday, October 10, 2012, 9:30-11:20  
Whole Group: 9:30-10:00, Small Groups: 10:00-11:20, 4 groups, 20 minutes each

**Materials Needed:** Student reading book (one copy), Journeys Teacher Manual, vocabulary cards, high frequency cards, Elmo, Promethean Board, letter cards, decodable reader, tape player, head phones, “Officer Buckle” book and sheets, picture cards, the students writing notebooks, prefix pumpkins, 2 iPads, “Dear Deer”

**Lesson Objective(s):**
- The learner will be able to correctly interpret homophones in a sentence with 75% accuracy.
- The learner will be able to match the final sound in a word with the same final sound in another word with 75% accuracy.
- The learner will be able to demonstrate understanding of text by answering 3 out of 4 comprehension questions correctly.

**Standards Addressed:**
- OPS: 03 Reading: Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, multiple meanings)  
- OPS: 01 Reading: Use knowledge of letter/sound correspondence and spelling patterns to read, write, and spell  
- OPS: 03 Reading: Read phrases, clauses, and sentences that sound like natural language to support comprehension

**Before the Lesson:**

**Accommodations/ Modifications**

**Accommodations** are changes or alterations in any aspect of the instructional plan that do not substantially change academic level, performance criteria, or objective of instructional or tasks.

**Modifications** are minor or significant changes in academic level, performance criteria, or objective of instruction or task to allow for student participation.
**Anticipatory Set (gain students' attention):**
Spelling chants: rocket ship spelling, circle the ending sound of each word- model this for students and then let them do this on their own paper.

Phonics: Phonemic awareness warm up

**During the Lesson (Procedure):**

**Instructional Input:**
Phonics: syllable division routine (T142) write the word on the board, identify the double consonants, model dividing the word between double consonants, blend and read the word (this goes into model)

Comprehension: Conclusions, remind students that authors can't tell you everything, so you must use story clues and what you already know to figure out what is happening, display projectable 7.8 and discuss.

Homophones: words that sound the same, but are spelled differently and have different meanings, such as bear and bare.

Read Dear Deer and point out the different homophones on each page. Have the student leaders (blue group) talk about what different words mean and how they knew which version of the word you were talking about.

*Terms in italics are the components of the Madeline Hunter Lesson Plan Model*

Before, during and after reading activities (Betts, 1947)
**Model:**

Phonics: See instructional input

**Check for Understanding:**

See small groups.

**Guided Practice:**

Phonics: use letter cards to follow instructional routine 3 to blend the sounds, all of the students should do this together. Words: hidden, mitten, rabbit, ridden, happen, fell, puppet, king, hand, stuff, press, sent

Have the students re-tell "The Ugly Vegetable". Read a page and then ask a volunteer to come up and re-tell what happened on that page in their own words.

**Independent Practice:**

**Homophones worksheet in small groups, this starts as guided practice**

**After the Lesson:**

**Closure (summary):**

Somebody tell me what a homophone is. A homophone is two words that sound the same, but are spelled differently and have different meanings.

**Follow-up Activities (may be done as homework):**
Homophones worksheet

The During the Lesson and After Lesson Components may vary. Components may be used more than once in a lesson. If “N/A” is used, you must explain why it is not applicable. (i.e. “There will be no independent practice because the students will complete the assignment in guided practice.”)
### Whole Group

**9:30-10:30**
- Words with Double Consonants (CVC) (T142)
- Look at an inference map, drawing conclusions (T146)
- Re-tell the Ugly Vegetable (Re-read one page at a time and have students come up and re-tell in their own words what each page says)
- Homophones- read the book Dear Deer, talk about what a homophone is

### Small Groups

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<tbody>
<tr>
<td>10:00-10:20</td>
<td>Teacher</td>
<td>Centers</td>
<td>Read with Partner</td>
<td>Read to Self</td>
</tr>
</tbody>
</table>
|           | • Homophone worksheet  
           | • Review homophones | • Listening (#6) Officer Buckle  
           |              | • Writing using picture cards  
           |              | • Word Work (pre-fix pumpkins)  
           |              | • iPad |
| 10:20-10:40 | Read to Self | Teacher | Centers | Read with Partner |
|           |              | • Homophone worksheet  
           |              | • Review homophones | • Listening (#6) Officer Buckle  
           |              | • Writing using picture cards  
           |              | • Word Work (pre-fix pumpkins)  
           |              | • iPad |
| 10:40-11:00 | Read with Partner | Read to Self | Teacher | Centers |
|           |              |              | • Homophone worksheet  
           |              |              | • Review homophones | • Listening (#6) Officer Buckle  
           |              |              |              | • Writing using picture cards  
           |              |              |              | • Word Work (pre-fix pumpkins)  
<pre><code>       |              |              |              | • iPad |
</code></pre>
<table>
<thead>
<tr>
<th>11:00-11:20</th>
<th>Centers</th>
<th>Read with Partner</th>
<th>Read to Self</th>
<th>Teacher</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Listening (#6) Officer Buckle</td>
<td></td>
<td></td>
<td>Homophone worksheet</td>
</tr>
<tr>
<td></td>
<td>Writing using picture cards</td>
<td></td>
<td></td>
<td>Review homophones</td>
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<td></td>
<td>Word Work (pre-fix pumpkins)</td>
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<td></td>
<td>iPad</td>
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</table>
### Day 4

**Parallel Instructional/Lesson Plan (Hunter/Betts)**

| Title: Reading, Unit 2, Lesson 7, The Ugly Vegetables |
| Time: Thursday, October 11, 2012, 9:30-11:20 |
| Whole Group: 9:30-10:00, Small Groups: 10:00-11:20, 4 groups, 20 minutes each |

**Materials Needed:** Student reading book (one copy), Journeys Teacher Manual, vocabulary cards, high frequency cards, Elmo, Promethean Board, letter cards, decodable reader, tape player, head phones, “Officer Buckle” book and sheets, picture cards, the students writing notebooks, prefix pumpkins, 2 iPads, white boards, dry erase markers, erasers

**Lesson Objective(s):**

- The learner will be able to correctly interpret homophones in a sentence with 75% accuracy.
- The learner will be able to match the final sound in a word with the same final sound in another word with 75% accuracy.
- The learner will be able to correctly identify the proper nouns in a sentence using appropriate capitalization with 100% accuracy.

**Standards Addressed:**

- OPS: 03 Reading: Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, multiple meanings)
- OPS: 01 Reading: Use knowledge of letter/sound correspondence and spelling patterns to read, write, and spell
- OPS: 03 Reading: Use word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech)

**Accommodations/ Modifications**

**Accommodations** are changes or alterations in any aspect of the instructional plan that do not substantially change academic level, performance criteria, or objective of instructional or tasks.

**Modifications** are minor or significant changes in academic level, performance criteria, or objective of instruction or task to allow for student participation.
Before the Lesson:

Anticipatory Set (gain students' attention): Basketball spelling, spell out each word by dribbling, at the end of the word you shoot a basket.

During the Lesson (Procedure):

Instructional Input:

Phonics: As a teacher, I will continue to instruct students on how to make and read words with double consonants. This can be found in the Journeys, Teacher addition (T152-T153).

Model:

Phonics: In the teachers addition of the Journeys reading book (T152-153) there are examples that I will write on the board and clues to read aloud to the students. For the first two questions I will model how you make and read double consonant words.

Check for Understanding:

Grammar: The students are working on proper nouns (name of a place, name of a person, and name of an animal) in the grammar portion of our writing block. Today they will be practicing in whole group. I put up a sentence on the Promethean Board. On the students white boards they will write what the proper noun is and make sure that all words that need to be capitalized are capitalized.

Ex. My bunny fluffy likes to hop around the house.

Fluffy is the proper noun. The f in fluffy needs to be
capitalized. So on their whiteboards the correct answer would be: Fluffy.

Homophones: Today I am going to re-read the story "Dear Deer". This time as I finish each page I will choose random pairs of homophones to discuss with the class. I will ask them what a word means and how they arrived at that answer. We will continue to talk about how sometimes you have to look at other words in the sentence to find out what a word means.

**Guided Practice:**

Phonics: In the teachers addition of the Journeys reading book (T152-153) there are examples that I will write on the board and clues to read aloud to the students. I will give 3-7 additional words and clues to the students for them to practice as a group. First I will write the word, then I will give the clue, and finally I will draw sticks to have students share their responses.

**Independent Practice:**

Continuing to work on homophones worksheet.

**After the Lesson:**

**Closure (summary):** At the end of each mini lesson (homophones, grammar, phonics) I will review what has been taught and ask a final question as a formal evaluation to see how many students are attempting an answer and if the chosen student says the correct answer.

**Students who are in orange and green group have only been instructed to finish the first side**

**Students who are in the red group are completing the back page**

**Students who are in the blue group are completing the front and back page, drawing pictures, coming up with a sentence, and looking up both words in the dictionary.**
Second Grade  

### Unit 2  
### Lesson 7  
### Story: The Ugly Vegetable

**Day 4: Thursday, October 11, 2012**

#### 30 Min.

<table>
<thead>
<tr>
<th>Whole Group</th>
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<tbody>
<tr>
<td>9:30-10:30</td>
</tr>
<tr>
<td>- Making and Reading Words with Double Consonants (T152-T153) Examples to write on board and clues to read aloud</td>
</tr>
<tr>
<td>- Review Final Blends</td>
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<tr>
<td>- Review Proper Nouns (white boards)</td>
</tr>
<tr>
<td>- Homophones: words that sound the same but are spelled differently and have different meanings</td>
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<tr>
<td>- Re-read Dear Deer</td>
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</table>

#### Small Groups

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<tr>
<th>Orange</th>
<th>Green</th>
<th>Red</th>
<th>Blue</th>
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</thead>
</table>
| **10:00-10:20**  
Teacher | Centers | Read with Partner | Read to Self |
| - Blend double consonant CVC words  
- Read “Baby Owls” |
| - Listening (#6) Officer Buckle  
- Writing using picture cards  
- Word Work (pre-fix pumpkins)  
- iPad |
<p>| | | | |
| | | | |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Centers</th>
<th>Read with Partner</th>
<th>Read to Self</th>
<th>Teacher</th>
</tr>
</thead>
</table>
| 11:00-11:20 | • Listening (#6) Officer Buckle  
• Writing using picture cards  
• Word Work (pre-fix pumpkins)  
• iPad | | | • Decodable Reader “Rabbits Muffins”  
• Blend double consonant CVC words |
### Day 5

#### Parallel Instructional/Lesson Plan (Hunter/Betts)

<table>
<thead>
<tr>
<th><strong>Title:</strong> Reading, Unit 2, Lesson 7, The Ugly Vegetables</th>
<th><strong>Accommodations/ Modifications</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time:</strong> Wednesday, October 10, 2012, 9:30- 11:20</td>
<td><strong>Accommodations</strong> are changes or alterations in any aspect of the instructional plan that do not substantially change academic level, performance criteria, or objective of instructional or tasks.</td>
</tr>
<tr>
<td>Review: 9:30- 10:40, Test: 10:40- 11:15</td>
<td><strong>Modifications</strong> are minor or significant changes in academic level, performance criteria, or objective of instruction or task to allow for student participation.</td>
</tr>
<tr>
<td><strong>Materials Needed:</strong> Student reading book (one copy), Journeys Teacher Manual, vocabulary cards, high frequency cards, Elmo, Promethean Board, lesson 7 reading test for each student, privacy folders</td>
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</table>

#### Lesson Objective(s):

- The learner will be able to identify the correct definition to match the given vocabulary word with 80% accuracy.
- The learner will be able to correctly interpret homophones in a sentence with 75% accuracy.
- The learner will be able to match the final sound in a word with the same final sound in another word with 75% accuracy.
- The learner will be able to correctly identify the proper nouns in a sentence using appropriate capitalization with 100% accuracy.
- The learner will be able to demonstrate understanding of text by answering 3 out of 4 comprehension questions correctly.

#### Standards Addressed:

- OPS: 03 Reading: Relate new grade level vocabulary to prior knowledge and use in new situations.
- OPS: 03 Reading: Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, multiple meanings)
- OPS: 01 Reading: Use knowledge of letter/sound correspondence and spelling patterns to read, write, and spell
- OPS: 03 Reading: Use word structure elements, known words, and word patterns to


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<tr>
<th>Determine meaning (e.g., parts of speech)</th>
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<tbody>
<tr>
<td>- OPS: 03 Reading: Read phrases, clauses, and sentences that sound like natural language to support comprehension</td>
</tr>
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### Before the Lesson:

**Anticipatory Set** (gain students' attention):

Jumping Jack spelling words, do a jumping jack for each letter

### During the Lesson (Procedure):

#### Instructional Input:

As the teacher, I will instruct the students on how our review game works. Each student will be on a team of four students, one group of three. At each table there will be a green, blue, purple, and red bear. We will go through 16 different slides that each have a question. When the slide is put up, I will read the question and possible answers if they are available. Once I say go the students will put their heads together and discuss the answer. I will remind them that they need to speak quietly so other teams do not hear them. Once every person on their team knows the answer they should all raise their hand. When every team has all hands raised I will ring the bell and call out a color. If the student has that color bear they will stand up, I will call on an individual, they will tell me the answer. The rest of the groups will give thumbs up or thumbs down. We will discuss if the answer is correct or incorrect and move on to the next question.

**Model:**

Before handing out the test I will model how to write your name at the top with your number, how to use

---

*On each team there will be a high, low, and two middle level students*
your privacy folder, and the level of volume that I would like to hear in the room.

*Check for Understanding:*

Today students will be taking the summative assessment for the week.

*Guided Practice: N/A*

*Independent Practice: The students will be working on their summative assessment independently.*

*After the Lesson:*

Closure (summary): N/A

Follow-up Activities (may be done as homework): once students complete their assessment they should quietly work on something in their to-do folder or read for the last 10-15 minutes before recess.

**Orange group will have questions and answer choices read to them in the hallway**
Day 5: Friday, October 12, 2012

Unit 2 Lesson 7 Story The Ugly Vegetable

105 Min.

9:30-11:15 Whole Group

1. Review game on the Promethean Board. There will be 16 questions (on slides) covering the following:
   - Vocabulary
   - Homophones
   - Words with double consonants
   - Proper nouns

2. Re-read "The Ugly Vegetable"

3. Take the reading test, students will read all questions and answers independently. Orange group will go into the hallway to have the paraprofessional read aloud each question.

4. Spelling:
   - Jumping Jack spelling with all 16 words

5. Give the students a blank piece of paper. On the top write your name, date, and bell work. Number 1-16. As the teacher I will say the word, the class will repeat, and then I will use the word in a sentence. All repeats at the end.
Homophones Hunt

<table>
<thead>
<tr>
<th>flower</th>
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</table>

Read each word. Find its homophone. Choose 12 colored crayons. Color the pair of homophones the same color.
Homophones

Two or more words having the same pronunciation but different meanings.
Element 5: Instructional Decision Making

The first example of a time I needed to modify my lesson plan was during my grammar review during day four of my unit plan. The students were being instructed on proper nouns on Monday, Tuesday, and Wednesday of that week during our writing and grammar time. My pre-assessment for this was taken during Bell Work and Daily Proofreading Practice, which is done during the first five minutes of each day in Writing. On the first day of the week the only a handful of students knew to capitalize the name of a place. After three days of practice on the Promethean Board I had the students use their white boards to go through a couple of examples. I found that many students were capitalizing the noun in the sentence, but not the proper noun. For example the sentence was, My dog scruffy loves bones. For this example, majority of the class capitalized the d in Dog. After seeing this numerous times I took a step back and we talked about what a noun is. Then we talked about what makes a word a proper noun. We looked at that same sentence and I asked, “is dog the name of the animal?” No. They told me that Scruffy was the dog’s name. We did a couple more examples like this and then moved on. I reviewed this again in small groups and the students had a much better understanding of the concept.

Another example of a modification during my lesson is something that I deal with on a daily basis. During the morning reading block there are three different groups of students who are pulled for various reasons such as ESL assistance, speech, and reading support. At times three fourths of my class is out of the room working with another resource teacher. Because of timing, this sometimes happens right in the middle of my whole group lesson. I understand that this is a road block that I will often come to. There was one time in particular that this happened during my five day unit plan. I was reading the week’s story “The Ugly Vegetables” for the first time on day one when I lost fourteen students, leaving me with nine. Of those nine students two of them were working with my paraprofessional. Hearing the story on the first day is very important because the writing center is based around the story. After I read the story I planned on having the students write each
spelling word once, but to accommodate the students who were missing the story I waited until they came back to the room. While the other students were writing the spelling words I talked to my paraprofessional and had her read the story to the students as I began small groups.

I think that this adaptation helped me to stay on track with my plans for the day. In a perfect world I would have had all of my students in class for my entire reading block to ensure they are hearing all parts of my lesson, but I quickly realized that is not possible. During small group I always review and reteach what students did not get a chance to hear in whole group. I also communicate with the resource teachers if I do not have time to reteach so they can cover that skill or strategy.

I believe that it is extremely important to be aware of what is happening in your room. Sometimes this might mean you have one student who does not understand and other times it might mean you have twenty-two students who do not understand. In either situation it is important to observe students while you are teaching, model exactly what you mean, and find a way for students to show you if they do or do not understand. Another aspect of being aware of what is happening in your room is communicating with other staff members in your building to ensure that all of your students are getting the help that they need. In my classroom this is especially important. Majority of my class is below grade level and those are the students who are getting pulled. I need to make sure that those students are being filled in on what they missed so they do not fall even farther behind. I think that being aware and making frequent modifications and adaptations can help students to master objectives you have as a goal. If you continue on during your lesson when students do not understand they will not master this objective.
Cooperating Teacher Feedback Form

This Reflection Sheet should be completed by the cooperating teacher following observations of lessons taught in the Teacher Work Sample (TWS) sequence. Please meet with your teacher candidate after they have taught the lesson to discuss/compare reactions to the following items. A signed copy of this form should be included with the TWS documents.

Teacher Candidate: __Felicia Howe_____ Cooperating Teacher: __Dan Nowak_____

School: __Chandler View Elementary__ Grade/Subject: __2nd/Reading__ Date: __October 11, 2012__

1. As you observed this lesson, to what extent were students productively engaged in the work?

As I observed the lesson, I saw that nearly all students were engaged the whole time during the lesson. There were two students who had a hard time following along during the whole group part, and Miss Howe used friendly reminders to follow along. During small groups, there were a couple more who were off task and required redirection.

2. Did the lesson allow for students to engage in activities and learning situations which were consistent with the planned lesson and/or the district’s curriculum guide?

Miss Howe did a nice job of sticking to her lesson plan. There was a lot to cover in a reading block and she used a timer to stay on time. The students were busy with many different activities throughout the lesson that all align with second grade standards.

3. How did the teacher candidate act on feedback from students that they did/did not achieve understanding and/or that the goal/objective(s) of the lesson were met?

Miss Howe used verbal and non-verbal cues to check understanding with all students by asking the following questions. “Are you with me?” “Did you get that?” “Can you give me thumbs up?”

4. Did the teacher candidate adjust their goals and/or plans as the lesson was taught? Why? How?

Miss Howe reviewed proper nouns, a concept that had been taught several times during whole group. The class was particularly struggling so she had to spend more time on it during the lesson. She had to spend less time on going over homophones, but she handled the students’ lack of understanding pretty well.

5. What suggestions would you make if the teacher candidate were to teach this lesson again?

If the teacher candidate were to teach this lesson again, I would keep many or all of the activities, I would continue to explain what is expected at each center before students go to them, and I continue using the timer as a way to stay on task. I would suggest checking on students around the room periodically to make sure they are on task, not just the students who are working at the back table with the teacher.
Lesson Reflection Sheet
Teacher Candidate

This Reflection Sheet should be completed by the Teacher Candidate following lessons taught in the Teacher Work Sample (TWS) sequence. After teaching the lesson, use this form to make notes regarding instructions decision making. Meet with your cooperating teacher and discuss/compare your reactions to the following items. A copy of this form should be included (along with a copy of your cooperating teachers reflections) with your TWS documents.

Teacher Candidate:  Felicia Howe  Cooperating Teacher:  Dan Nowak
School:  Chandler View Elementary School  Grade/Subject:  2nd Grade/ Reading  Date:  October 11, 2012

1. As I reflect on the lesson, to what extent were the students productively engaged in the work? How do I know?
   During the whole group instruction I moved at a quick pace in order to keep the students attention. If I noticed that they were starting to get squirmy, I would stop and do a quick brain break to get them back on track. There were many engaging parts of my lesson where students would be answering questions, completing examples, and talking with a think, pair, share partner. As I watched my groups work during reading rotations I saw that most of my students were on task and completing their work. When I noticed an individual was off task I would prompt them in the right direction.

2. Did the lesson allow for students to engage in activities and learning situations which were consistent with the planned lesson and/or the district’s curriculum guide?
   The base of my lesson planning during this 5 unit plan came from the schools reading Basal book. I used my Journeys teacher manual to plan the basis of my lesson and find my strategies and skills for the week. I adjusted the plan to fit my students. During examples I used the students’ names and activities they enjoy doing. I also kept the students up and moving whenever possible. For my small group instruction I used some of the materials that are aligned with the Basal, but came up with my own plans for each small group.

3. What feedback did I receive from students indicating they achieved understanding and that goal/objective(s) were met for this lesson?
   As I was re-reading “Dear Deer” to the students I found that the class participation was much higher from the previous lesson. We did several think, pair, shares to discuss what words mean and how we arrived at those answers. 4 out of the 6 students called on gave the correct answer. After guidance the other 2 out of 6 also said the correct answer.

4. Did I adjust my goals or my work as I taught the lesson? Why? How?
   During my whole group lesson, I did a quick white board review on proper nouns. I found that after a substantial amount of instruction during the week, the students were still not catching on to this skill. I decided to re-teach what a noun is and then go back and talk about a proper noun. I continued to
practice this skill in small group. Because I took extra time talking about proper nouns I did not get through my entire phonics lesson.

5. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently?

Because of the amount of time given and the group of students that I am working with I do not feel that there is much that I would change. I would like to do a more extensive project with homophones if time would allow. After reading through "Dear Deer" a second time I would have all of the homophone pairs typed and cut out. I would give each student a homophone pair and have them illustrate and define each word on a pear to make a pair of pears.
Element 6: Analysis of Student Learning

Whole Group Analysis

Objective 2: The learner will be able to correctly interpret homophones in a sentence with 75% accuracy.

OPS: 03 Reading: Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, multiple meanings)

Pre-assessment: Students answered twelve fill in the blank statements about homophones. Using other words and the dictionary the students were to fill in the blank with the correct word to go with each sentence. This was done on day 1 and 2 of the unit plan. This assignment was to be done independently, but could be taken home to work on. Because of this the students may have gotten help from a parent or friend which may throw off results.

Post-assessment: On the fifth day of the unit plan students took a summative assessment covering all strategies and skills that were discussed. In the questions over homophones students were to read the sentence and tell what the underline word meant.

The Omaha Public School District uses advanced (ADV), proficient (PRF), progressing (PRG), and beginning (BEG) to grade students in Kindergarten through second grade.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Percentage</th>
<th>How this looked for the pre-assessment</th>
<th>How this looked for the summative or post-assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced (ADV)</td>
<td>90%- 100%</td>
<td>11-12 correct</td>
<td>4 correct</td>
</tr>
<tr>
<td>Proficient (PRF)</td>
<td>80%- 89%</td>
<td>10 correct</td>
<td>N/A</td>
</tr>
<tr>
<td>Progressing (PRG)</td>
<td>70- 79%</td>
<td>9 correct</td>
<td>3 correct</td>
</tr>
<tr>
<td>Beginning (BEG)</td>
<td>Below 70%</td>
<td>Less than 9 correct</td>
<td>Less than 3 correct</td>
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</tbody>
</table>
From looking at my pre-assessment scores to my post-assessment scores I found that thirteen students improved from the pre-test to the post-test. I also found that seven students stayed the same and one student scored lower on their post-assessment.

Objective 5: The learner will be able to demonstrate understanding of text by answering 3 out of 4 comprehension questions correctly.

OPS: 03 Reading: Read phrases, clauses, and sentences that sound like natural language to support comprehension.
Pre-assessment: Students were given a short story to read along with five short answer questions about the story. Some answers could be found directly in the text. Students had to use prior knowledge and context clues to come up with the answer for one question. This assignment was to be done independently, but could be taken home to work on. Because of this the students may have gotten help from a parent or friend which may throw off results.

Post-assessment: On the fifth day of the unit plan students took a summative assessment covering all strategies and skills that were discussed. The final page of the post-assessment covers comprehension. The short paragraph at the top was a summary of the story that was read throughout the week, “The Ugly Vegetables”. The summary was written in second grade length sentences and included some vocabulary from the week. The students then had to answer two multiple choice questions about the story and a two part short answer question.

The Omaha Public School District uses advanced (ADV), proficient (PRF), progressing (PRG), and beginning (BEG) to grade students in Kindergarten through second grade.

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<tr>
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<th>How this looked for the pre-assessment</th>
<th>How this looked for the summative or post-assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced (ADV)</td>
<td>90%-100%</td>
<td>5 correct</td>
<td>4 correct</td>
</tr>
<tr>
<td>Proficient (PRF)</td>
<td>80%-89%</td>
<td>4 correct</td>
<td>N/A</td>
</tr>
<tr>
<td>Progressing (PRG)</td>
<td>70%-79%</td>
<td>N/A</td>
<td>3 correct</td>
</tr>
<tr>
<td>Beginning (BEG)</td>
<td>Below 70%</td>
<td>Less than 3 correct</td>
<td>Less than 3 correct</td>
</tr>
</tbody>
</table>

After grading my pre-assessment over comprehension I found that 10 of my students scored advanced, 5 scored proficient, 0 scored progressing, and 8 students scored beginning. I found that 35 percent of my students did not master the objective above.
After evaluating the results from the pre-assessment and the post-assessment I found that students scored lower on the post-assessment and only two students scored higher. I believe that there are many factors that could go into why this happened. My first thought would be that students were given more assistance on the pre-assessment from an adult at home. Time may have also been a factor. While the post-assessment was not timed at school, students who tend to take long on the assessment may feel rushed at the end and the comprehension questions are the last four questions on the test. Also, the majority of the students in my class read below grade level so the text in the post-assessment maybe have been difficult for them to read. Seven students were given the accommodation of having the test read to them by the paraprofessional.

**Subgroup Analysis**

The subgroup that I chose to analyze was my Orange group, or my struggling readers. There are seven students in my lowest reading group. Their guided reading levels range from A to D. All seven of those students are also English Language Learners. Their first language is Spanish. Five of those seven students
went into Kindergarten knowing very little to no English at all. One of the students in the orange group is on a speech IEP. In small group we work on letter sounds, sounding out words, reading short low level books, and talking about what we have read. All seven of the students in the orange group get pulled once or twice a day to work with the ESL paraprofessional, reading support group, speech, and extra individual support from my cooperating teacher and me. In addition to the extra support services these students receive, they also have the test questions and answer choices read aloud by the classroom paraprofessional. I completely understand that it will take the seven students in this group longer than a typical student to master the objectives in place, but I have high expectations that they are achievable.

Six of the seven students in this subgroup scored beginning on the reading test given at the end of this unit plan. One student scored proficient. Out of the whole class six students scored advanced, six students scored proficient, four students scored progressing, and seven students scored beginning.

From looking at the overall scores that my students earned on their post-test over my unit plan I learned a lot about my students and a lot about my teaching techniques. From looking at the student scores I found that
nineteen out of my twenty-three students mastered the vocabulary objective I put in place. I know that the think, pair, share techniques are truly working for my students. I found that students also did well on the questions covering proper nouns. I think that the reason that they mastered this objective is because of the amount of practice we put into this skill as a class. I learned that my students are really struggling in the area of comprehension. I hope to see growth in this area. To achieve growth I am going to continue to practice with my struggling readers and challenge my above grade level readers.

I will continue to accommodate my low level readers during assessment by having the questions and answer choices read aloud to them. For those students who take a long amount of time to complete assessments I would like to try having them take the test in another location so they do not feel rushed by students who complete the assessments quickly. Looking at the data from these assessments and going back to reflect on my instructional plan I now know that there are a lot of changes that can be made to my teaching styles to accommodate more students.
Element 7: Reflection

Throughout my student teaching experience I used many of the techniques taught in my education classes at Northwest Missouri State University, techniques demonstrated by my cooperating teacher, Chandler View Elementary behavior management plan, along with my very own techniques. One of the most important ways to set up a classroom with an effective behavior management plan is to model how you would like the students to act. We spent the first two weeks of school going over what was expected when students sit on the floor, go to the restroom, wash their hands, walk in the hallways, transition from centers, and many other classroom components. After modeling how you as a teacher would like different activities look it is important to let those students practice. Another big part of my behavior management growth throughout the semester was letting students feel empowered. The students came up with a "Declaration of Expectations" which they felt were important to follow. After they made their final list they all signed the bottom and the expectations were posted in the classroom.

As far as handling student behavior I think that I am still continuing to grow in this area. This was one of the main goals that I wanted to reach through my student teaching. I have built my own "looks" or one word prompts for students to get back on task or stop the unwanted behavior. I have also learned to choose my battles. An example would be a student who constantly sits on his knees or with his legs out during instruction on the carpet. I realized that his bad attitude would come out after I asked him to sit the correct way. I had to make a choice what was more important, the student sitting correctly, but with an attitude and losing attention or him being able to sit the way that was comfortable for him.

The school that I am student teaching at uses a clipboard to monitor student misbehavior. To go along with the clipboard I also came up with a behavior chart with clothespins so the students can see how the clipboard works, when they are receiving marks, what they mean, and the chart also allows students with exceptional behavior to move up on the chart. All of the students start at "Ready to Learn". They can move up
to “Good Choices” and “Outstanding”. For bad behavior they move down to “Slow Down” which is a warning, “Think about it” which means they should put their head down for 10 minutes to think about their behaviors, or “Contact Home” which means they need to fill out a problem solving sheet. The problem solving sheet is taken home and signed by their parents. If the bad behavior continues the student is assigned a detention.

There are also many aspects of my classroom that reward positive behavior. I already mentioned the chance for students to move up on the behavior chart. I also used fake money as an incentive for students to turn in work on time, work as team, and do the right thing. The money is used to spend at the classroom store that opens once every two weeks. There is a BRAVO board in our classroom which rewards students for turning in their weekly homework. When they turn in their homework they get to put up their elephant. On Thursday mornings I draw a space, like bingo, and that student gets additional money. One of my favorite behavior management tools that I started this year is the “Miss Howe is looking for…” board. On this board I write a desired behavior, for example being a good friend or staying on task. Then I draw a name from my cup of sticks, but I don’t tell the students whose name has been drawn. At the end of the morning or afternoon I announce who the winner is if the student was acting how they were expected to. If the student wasn’t showing me the desired behavior I simply tell the class that unfortunately there was not a winner, and then I individually talk with the student who was not following the directions.

This semester as I was student teaching I really learned what it meant to be on a team. The other second grade teachers that I have had the opportunity to collaborate with have given me a strong sense of belonging and confidence. Every day during plan time we meet to talk about the afternoon plans, math and social studies/science. It is helpful to bounce ideas off of each other and keep pace with three other classrooms. The time that I have found it most helpful is when a technique that my cooperating teacher has recommended that I try does not work. I have three other teachers who have very different teaching styles who I can talk to. I think that this has helped me to become a well-rounded educator.
There are team decisions that are made every day varying from small things like how far we should go in math for the week to planning a field trip or guest speaker. At the beginning of the year there were even more decisions to make dealing with scheduling and open house activities. I think that working collaboratively with other teachers in your grade level help to keep students learning more consistently as the year progresses.

This semester has been a growing experience that I could not be happier about. I think that I have been pushed to try things I could have never imagined. One example in particular is singing in front of a group. My cooperating teacher sings with the students frequently and even plays the guitar and keyboard. I have absolutely not musical talent, but one afternoon I taught the students a song remember good and bad wind in science. I sang in front of my class and two other teachers. This may seem like a small improvement, but I think that this is just one example of how I really worked hard to provide students with a positive learning environment this semester. I can confidently say that I built positive relationships with all of my students and many of their parents. I think that this is the most important part of a teacher and I am proud of this accomplishment.

This semester has also given me many challenges. Teaching phonics has been a challenge for me. During my courses at Northwest Missouri State University I spent a lot of time talking about phonics and how to teach it, but I did not put it to the test until I started student teaching. While I do feel much more comfortable than I did my first week of teaching I think that this is something that I can definitely continue to improve on. I would also like to continue to build to my behavior management plan as I continue to teach, especially if I were to teach in a higher grade. Lastly, I would like to work on engaging my students throughout the day. The Kagan Strategies that I learned at my student teaching seminars were a huge help, but I know that I can work harder to keep my students engaged throughout the day. Overall I do not think that I will ever get to a point where there is no room for improvement. I love having continuous goals to work towards and better myself as an educator.