|  |
| --- |
| **STAGE 1: PLANNING** |
| **YOUR TARGET: Standard, Goals & Outcomes**https://docs.google.com/drawings/d/s0lVc8hW1e4rLQ7SkQCI0Yw/image?w=603&h=5&rev=1&ac=1  Teacher: Michelle Stencil Grade: PK  **TARGET: Unpack Your Standard**  Part 1: My Standards, Goals and Outcomes   |  | | --- | | **Academic Standards:** *Cite your standard* | | [CCSS.ELA-LITERACY.RF.K.2](http://www.corestandards.org/ELA-Literacy/RF/K/2/) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  *\*Highlight the main idea/knowledge (what)           \*Underline the skills/verbs (how)* |  |  |  |  | | --- | --- | --- | | **Big Questions** (*Questions to frame student learning)*   * How can we determine how many syllables (sounds) a word has? * How can we demonstrate our understanding of letter/sound relationships? * How can we identify beginning sounds in words? * How can we generate a list of words that all begin with the same letter using letter/sound relationships? | **Knowledge** *(Concepts to be understood and applied)*   * Demonstrate awareness of larger units of language (words, syllables) * Blend larger units of language (compound words, syllables) * Segment larger units of language (compound words, syllables) * Begin to recognize that letters have sounds | **Skills** *(What you will explicitly teach)*   * What is a syllable (sounds in a word- ex. your name) * How to determine the number of syllables in a word (by clapping it out, stomping it out and counting it out on fingers) * How to make compound words with two smaller words * How to identify the beginning sound in a word by drawing it out * How to determine words that start with the same beginning sound |  |  | | --- | | **Student Learning Goal**: *State your Goal for the students to share* | | Students will be able to demonstrate an understanding of spoken words, syllables and sounds by engaging in counting syllables in familiar words or names, playing the compound word game to blend two words and generating a list of words that all have the same beginning sound. | | **Student Social-Emotional Goal (LEARNER):** | | Students will demonstrate appropriate carpet time manners by sitting criss-cross in their seats, keeping their hands and feet to themselves, and raising their hand to speak.  Students will demonstrate shared use of space and materials when generating a list of words with the same beginning sound, sharing the makers and large poster.  Students will demonstrate their ability to use kind, encouraging and constructive words when helping peers with these activities. | | **Barriers to learning (LEARNER):** | | Students have been practicing syllables and letter/sound relationships for the whole year, however, we have just started blending and segmenting compound words. I will need to model this activity in order for students to be able to participate and do this independently.  In addition, being only 5 years old, their attention span for carpet time is limited to about 15 minutes. I will need to make this lesson active, engaging and to the point in order to gain and retain their attention.  Lastly, I have a class with 81% English Language Learners. While majority of them have developed a proficiency level that allows them to meaningfully engage with these activities, there are still a couple that might need directions translated. | | **Common Misconceptions (LEARNER & TARGET):** | | At this age, students are still solidifying the letter/sound relationships. Many get confused when more than one letter makes the same sound. In addition, some have been confusing sounds in a word with the number of letters in a word, when we do syllable practice. I will need to continue clarifying the difference between individual sounds and larger segments of sounds like phonemes and syllables. | |
| Part 2: My Class  **My Classroom Composite: (TEACHER & LEARNER):**Whole group  I have 22 students in my class; 9 females and 13 males. I have one African American student and the rest are Hispanic. Four of my students come from English speaking households and the other 18 come from Spanish speaking backgrounds, so are considered English Language Learners.  The class is very excited to learn so that they will be ready for Kindergarten and have gradually become more independent in their work. They are learning to stay on topic in class discussions and fully engage in carpet times. Because of this, they have risen to the challenges of phonetically sounding out words and spelling out words in the past couple of months. I am working with them on supporting peers who are struggling in a positive and humble manner. |
| **Accommodations/Adaptations/Intervention (Teacher, Learner, Instruction, Management)**   |  |  | | --- | --- | | Focus Student #1: *Special Needs*  Has gone through the ASQ-SE for early onset of Autism. Is currently in the referral process to obtain a diagnosis. He is easily distracted, engages in repetitive behaviors (flapping hands, spinning in circles, making noises) during carpet time, and acts on impulse. Benefits from kinesthetic learning where he can be active, sitting in a rocking chair or squeezing a stress ball during more of the sitting portions of carpet time. He also benefits from having a peer buddy during small group activities. | Focus Student #2: *English Language learner*  First language is Spanish. He uses short sentences to communicate that mix English and Spanish words. He often pauses when called on after raising his hand. He uses commonly heard phrases in English that relate to the classroom, but he is more confident speaking in Spanish about other topics. He is a great listener, follows directions, is always smiling, and is very sweet to friends. | |

**(TEACHER, LEARNER, TARGET, ASSESSMENT, INSTRUCTION, MANAGEMENT)**

|  |  |
| --- | --- |
| **Multiple Means of Representation**  **(modeling & practice)**  https://docs.google.com/drawings/d/s52RFFaOKuwL1iRQqLC-eeA/image?w=147&h=152&rev=1&ac=1 | Teacher will begin by framing this circle time as a time to practice playing with sounds in words and sounds of letters. We will have three quick games that all target aspects of phonological awareness. The first game will be the compound word game to get them warmed up, where we sandwich two small words to make a larger word. Picture cards will be used to assist English language learners. Teacher will have students join her with her examples and offer a short time for a few students to provide 2 small words they want to combine.  After this game, students will engage in another activity that manipulates sounds in words. Students will be asked to share the definition of syllables to frame this activity as similar to the compound word game, as we have to listen to sounds in words. Students will stand up to clap out, stomp out and count out syllables in names of their peers.  Students will end by making letter P soup. Students will select objects to go in letter P soup that begin with letter P, eliminating objects that don’t begin with letter P.  Once these games are finished as a large group, students will go to small groups where they will have the opportunity to create posters for different letters. On these posters they can sound out words that begin with that letter or draw pictures of objects that begin with that letter. For a challenge, students can write the number of syllables in the words they write. |
| **Multiple Means of Engagement**  https://docs.google.com/drawings/d/s52RFFaOKuwL1iRQqLC-eeA/image?w=147&h=152&rev=1&ac=1 | Students will engage with this material through hands on activities. By having quick games that allow students to be active participants, they should be able to maintain attention. Students will be personally involved when volunteering their own words for the compound word game, clapping out syllables to their names and getting to make the P soup together.  After large group time, students will break into small groups, allowing for more individualized learning time and time where quieter students can have more space to share ideas. They can engage through writing or drawing and will have time to collaborate with peers. |
| **Multiple Means of Expression**  **(practice & assessment)**  https://docs.google.com/drawings/d/sxdl2beJslLqYCAnbRxicrg/image?w=124&h=117&rev=3&ac=1 | Teacher will informally observe students’ participation during the large group time, paying attention to who is correctly clapping the number of syllables and identifying sounds. Teacher will be at the letter posters center, recording what each student adds to the poster and whether or not they could generate words with the same beginning sound with no help, with cues or with a peer sharing their word. |
| **Managing the Classroom Environment** | During the carpet time, students will be expected to sit in their own space, keeping their hands and feet to themselves. Students will be expected to raise their hands for comments and questions. Students will be expected to keep quiet mouths unless prompted to answer a question. Students will also be expected to track the speaker with their eyes to fully engage in active listening.  During the group work time, students are expected to use positive, kind and constructive language. Students are expected to attempt to solve their own conflicts before bringing them to the teacher. They will also be expected to share materials to create the letter posters.  For student misbehavior during any portion of the lesson, the Cognitive Approach to classroom management will be utilized. This approach focuses on the student’s ability to use reason to identify and assess his/her actions in school, utilizes logical consequences instead of punishments, and helps foster a supportive and reflective environment versus an environment of fear. Students will be asked about what caused their behavior and how they can make a better choice to solve the problem. This approach allows for the incorporation of students with IEPs or cultural differences because the teacher is always looking to the student to help assess and solve the situation together. |

**STAGE 2: TEACHING**

|  |
| --- |
| ***DAILY AGENDA: What will you use to manage daily instruction?***  *What is your Learning Map sequence for Day 1?*  Students will be provided with 3 large group activities, all targeting an aspect of their phonological awareness. After these large group activities, students will break into small groups to collaboratively demonstrate their knowledge of initial letter sounds.    *What materials will you use?*  Teacher will use photo cards for the compound word game.  Teacher will use letter bins for the letter soup, with a toy pot and spoon.  Teacher will provide posters and markers for the letter posters.  *How will you assess student learning?*  Teacher will use a group observation sheet to record students’ participation in the small group activity, writing down words generated by each student and their level of ease with which they generated words. Teacher will collect the posters to see as a class how we are doing with phonological awareness. |

**Reflection**:

When completing this learning map, it was important to keep in mind the different learners. In order to first choose a standard, it needed to reflect what they are currently learning and what they are able to learn with scaffolding. When considering that almost all of my students are five and going to Kindergarten, I was able to select a standard that targets phonological awareness. The phonological awareness standards involve skills that they are working on to prepare for Kindergarten and skills that they will be refining in Kindergarten. The Learning Map continues to push a teacher to consider the class composite and specifically choose two focus students in need of extra support. By considering the classroom’s strengths and weaknesses, their motivation and the students who need extra support, appropriate and engaging activities can be selected. Many of my students are English Language Learners, so when planning activities like the Compound word game, having picture cards as supporting materials becomes necessary. However, the picture cards will probably end up being beneficial to all of my learners. In addition, we have two students who are early 4 year -olds and two students who are in referral processes, struggling to maintain their attention. Because I want all of my learners engaged, I needed to plan quick and active activities to keep them involved. I really appreciated how the learning map was set up, with the sections focusing on the classroom composite before the sections focusing on what activities would be done. This allowed the classroom composite and student needs/interests to be the basis and foundation for how the standard would be taught, how students would practice the standard and how the standard would be assessed.