

Teacher:

Grade Level: Kindergarten

Building:

Date:

1. **As you reflect, were Students cognitively engaged in the work? How do you know?**

The students were cognitively engaged in the word study work. They were actively participating and were attentive to the task at hand. They were able to “stretch” the words out with varying levels of teacher support. I was pleased with the intensity of attention that the children were able to sustain. The advanced learners were motivated to write their own original sentences containing a combination of “Quick and Easy” words and the new words that we had worked on sounding out.

Did the Students attain the lesson objectives? What is the evidence of their learning? –

Obtaining the designated lesson objectives (based on the Common Core Standards) is a process that takes time. The word study lesson that you observed was part of this process. I have seen substantial student growth on all of the learning objectives since the beginning of the school year. I will highlight data and/or examples for each objective:

Students will recognize letters of the alphabet: In September my students recognized an average of 38/52 letter forms. In October the children recognized an average of 47/52 letter forms. This is an essential first step in word study and I am very pleased with the children’s growth in this area.

Students will understand that there is a relationship between sounds and letters: We work daily to understand the relationship between letters and sounds. We use a visual, auditory and kinesthetic approach to develop this letter/sound knowledge. In September, many students did not understand that each letter makes a sound or sounds. On a recent assessment of letter/sound knowledge, all children, except for 1, were able to correctly identify 12 or more letter sounds. The class average for letter sound identification was 18/26 letter sounds. I feel this is exceptional progress for day 39 of kindergarten!

Students will segment words into phonemes (with teacher support as needed) and Students will write words by writing one letter for each sound heard (with teacher support as needed): Being able to segment words into phonemes is a skill that

needs to be extensively modeled and practiced. All of the children are now able to “stretch out” words with teacher support and many of the children are beginning to “stretch out” words independently. The children were very successful with the word study activity that we completed together during the observation. In addition, on a sentence dictation assessment that I administered after the lesson, I could see substantial carry over from our extensive work on segmenting. Although we are not required to give the Sentence Dictation assessment until January (per our Elementary Assessment Plan), I feel that my students are ready to complete this assessment in November and find that much information can be gathered which will inform upcoming instruction. (I used the Marie Clay sentence : I have a big dog at home. Today I am going to take him to school. This is not one of the sentences used on the assessment plan). I was pleased to see that the children generally had confidence as they worked on this very difficult task. Although a few children needed reassurance, everyone was willing to, “give it a go”, knowing that I wanted them to try to stretch the words out on their own. This might be the most critical part of learning how to segment words into phonemes and being able to write words. I could also see that the majority of my students were able to stretch, hear and write the most dominant sounds in words. Often, they were able to include vowel sounds. Scores on this assessment ranged from 2/37 to 32/37. The class average was 22/37. This indicates substantial progress since September, as the majority of children would not have had any strategy for completing this assessment at the beginning of the year. Furthermore, I am confident that the children will continue to show significant growth when I give the January Sentence Dictation.

Students will begin to correctly form letters with a focus on lower case: We work daily on forming letters correctly. Generally this work is done in the context of another lesson, as it was with this word study activity. I am beginning to see carry over, but this is a long process. On the sentence dictation assessment, there were times when a child knew the correct letter sound, but did not know how to form the letter. Often the children were more comfortable writing upper case letters, but they did attempt to use lower case. This skill also requires practice, practice, practice.

2. How did the instructional strategies you chose support student learning? How do you know?

The instructional strategies I chose integrated visual, auditory and kinesthetic elements. If the children got stuck on a letter sound they were able to use the picture/letter cards to assist them. I modeled the procedure of “stretching out”

words and supported the children as needed. As a result, the children successfully completed the worksheet and they were able to transfer the learning to the Sentence Dictation assessment. However, one of my students was not able to successfully transfer the learning to the Sentence Dictation assessment. She scored a 2/37 (the next lowest score was 11/37). I will need to work with her individually to ensure progress with this skill.

3. How have you promoted a culture for learning in your classroom?

I do my best to establish an environment in which every child knows that they are an important member of our classroom community. I greet each child individually as they enter the classroom (or get off the bus in the PM), making eye contact, sharing a smile and letting them know that I am happy to see them and that we are going to have a great day together! My expectations are clear and consistent: everyone will do their best work and will treat others with kindness and respect. We are teammates on the journey of learning. This year I have instituted a weekly “I am statement” geared to promote our PBIS system. Examples of these “I am” statements include: I am a powerful learner, I am a fabulous listener, I am respectful of other’s differences, and I am a truth teller. When children do not follow a rule, I give a quick correction that is clear and concise. I do not dwell on mistakes or give lectures. When I make a mistake, I put myself in yellow or red to model that we all make mistakes and benefit from reminders. I promote the attitude that learning is fun and that we can all achieve by doing our very best work. I establish a connection with my student’s families through weekly newsletters, emails and phone calls. So far this year my student’s have received an average of 5 soar cards each, highlighting great behavior and hard work. I do have a daily note behavior system for one of my children who has more significant needs.

4. Did you make adjustments to you plan as you taught the lesson? What, how and Why?

I did not make significant adjustments to my plan as I taught the lesson. I was able to step back with my most advanced group and allow them to work without much teacher support to stretch the words. I also had to speak to my independent groups about their noise level.

5. If you were to teach this lesson again, what might you do (if anything)

differently? –

6.

7. If I were to teach this lesson again, I would discuss the learning goals for word study in the large group rather than with each individual group. We had been doing this in the large group before this lesson, and I think it was more streamlined and effective. In addition, at the end of the group work, I would have praised the students for generally working well independently, but remind the whole group how important it is to keep our voices low during center work. I did speak with individual students on the side, but should have addressed the group.

8. Any other thoughts you would like to share?

Although I did not include math Standard K.CC.03 (Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.) and ELA Standard K.RF.2a (Recognize and produce rhyming words) in my lesson plan, the children were working on these skills in the center rotations. The number writing that the children did on the differentiated November calendars was impressive and indicated significant progress since September. I do have a September assessment that indicates which numbers the children were able to write, and can see noticeable growth in this area. Furthermore, our volunteer, Mrs. Schrader reported that the children did well identifying rhyming words.