

EHD 178 ECE: SITE VISITATION PROJECT
OBSERVATION AND FEEDBACK

STUDENT TEACHER ~~XXXXXXXXXX~~ GRADE K SCHOOL VIKING

DATE OBSERVED 10/25 LESSON Under the Trees

During their literacy instruction with a small group, student teachers must demonstrate competence in:
TPE 1: Specific Pedagogical Skills in Reading-Language Arts; TPE 2: Monitoring Student Learning During Instruction; TPE 4: Making Content Accessible; TPE 5: Student Engagement; TPE 11: Social Environment; TPE 13 Professional Growth

Successful Literacy Teaching that Meets TPEs:

Excellent story selection read with expression. Made sure all the children had access to text & illustrations used questions to monitor & develop understanding. Checked visually for their attention.

Having student physically act out the abstract concepts of over, under and through was a powerful strategy that fostered understanding of these essential abstract concepts - outstanding, creative teaching & integration of music & movement.

Suggestions:
(none)

The joy and motivation to learn was very evident in the smiles and attention to the directions like how you questioned children and had them verbalize new vocabulary.

Supervisor Signature Sharon Abrahamson Date 10/26

Student Signature (Optional) Paul Galen Date 10/26

<p>TPE 1</p> <p><u>Specific Pedagogical Skills:</u></p> <p><u>ENGLISH LANGUAGE ARTS</u></p> <p>LEVEL 3</p> <p>(2)</p>	<p>Plan: The lesson plan supports instruction of <u>multiple ELA standards that address one component</u> of a comprehensive ELA program. The plan calls for assessment of each student's proficiency related to the standards being taught.</p> <p>Observation: Candidate demonstrates the ability to teach the stated content standards; uses <u>multiple</u> subject-specific pedagogical strategies; uses appropriate instructional materials to support instruction; <u>purposefully</u> provides opportunities for students to <u>practice</u> foundational skills</p> <p>Reflection: Candidate shows understanding of the importance of English Language Arts content knowledge and the connection between content-specific pedagogical strategies and effective teaching of English language arts. <u>Cites examples</u> of this connection from their lesson.</p>	<p>TPE 2</p> <p><u>Monitoring Student Learning During Instruction</u></p> <p>LEVEL 3</p> <p>(4)</p>	<p>Plan: The lesson plan includes a variety of opportunities to check for <u>individual</u> student understanding at key points during the lesson.</p> <p>Observation: Candidate implements planned <u>variety</u> of opportunities to check for <u>individual</u> student understanding at key points during the lesson, using results to re-teach and/or adjust the pace of instruction; <u>assesses the success</u> of the adjustments before continuing with instruction.</p> <p>Reflection: Candidate shows understanding of the importance of monitoring student learning during instruction and connection between monitoring student learning and effective teaching of content. <u>Cites examples</u> of <u>monitoring student learning</u> and adapting instruction from their lesson.</p>
<p>TPE 4</p> <p><u>Making Content Accessible</u></p> <p>LEVEL 3</p> <p>(3)</p>	<p>Plan: Candidate plans for accessibility of content described in the standards to be taught by incorporating instructional strategies and materials based on academic learning needs for <u>subgroups</u> of students.</p> <p>Observations: Candidate implements planned activities, procedures and experiences to make content accessible; candidate clearly explains content and uses <u>multiple ways</u> to reinforce content. Students frequently <u>provided</u> with adequate time and opportunities to practice what they learned.</p> <p>Reflection: Candidate shows understanding of the importance of making content accessible and the connection between access for subgroups such as EL learners, students with IEPs and struggling and reluctant learners and effective teaching of English language arts. <u>Cites examples</u> of this connection from their lesson.</p>	<p>TPE 5</p> <p><u>Student Engagement</u></p> <p>LEVEL 3</p> <p>(3)</p>	<p>Plan: Clearly states instructional objectives, includes strategies, <u>materials</u> and applied learning activities selected for their relevance to the <u>specific needs, interests, and experiences</u> of the students in the class.</p> <p>Observation: Candidate clearly communicates instructional objectives to students. Students are active and participating in the learning activities. If students are off-task, candidate refocuses their attention using an effective <u>instructional</u> strategy. Candidate uses <u>higher level questioning</u> as a means of engaging students with the content.</p> <p>Reflection <u>discusses</u> value of student engagement and the strategies, materials and activities used by teacher in lesson.</p>
<p>TPE 11</p> <p><u>Social Environment</u></p> <p>LEVEL 3</p> <p>(3)</p>	<p>Plan: Includes opportunities for students to work both <u>independently and in pairs or groups</u>. Candidate includes <u>strategies for promoting students' independent and pair/group participation</u>.</p> <p>Observations: Candidate expresses, enforces and reinforces expectations for <u>academic and social behavior</u>. A learning environment of <u>mutual</u> care, respect, and fairness is reflected by candidate <u>and students</u>.</p> <p>Reflection: Candidate shows understanding of the importance of the <u>social environment</u> and student participation. <u>Cites examples</u> of this connection from their lesson.</p>	<p>TPE 13</p> <p><u>Professional Growth</u></p> <p>LEVEL 3</p> <p>(2)</p>	<p>Reflection: In response to the prompt, candidate realistically evaluates their teaching of this lesson making specific references to the rubric.</p>

PLEASE NOTE: This chart is for reference only. TPEs describe score for "3". A Score of "2" is a passing score for each TPE.

Under The Trees and Through The Grass

created with **TaskStream**
Advancing Educational Excellence

Author: [REDACTED]

Based on lesson by: [REDACTED]

Date created: 10/25/2011 12:56 PM PST ; Date modified: 10/25/2011 2:29 PM PST

Basic Information

Summary	In this lesson, the students will learn new vocabulary through a read aloud of Under The Trees and Through The Grass as well as a location activity.
Grade/Level	Kindergarten
Time Frame	40 minutes
Subject(s)	Language Arts (English)
Topic(s)	vocabulary development
Instructional Materials	Under The Trees and Through The Grass by Alvin Tresselt, rabbit ears headband, instrumental recording, speakers, plush rabbit, box.

Standards And Objectives

Standards

Display: Collapse All Expand All

▼ CA- California K-12 Academic Content Standards

▼ Subject: English Language Arts

▼ Grade: Kindergarten

▼ Area: Reading

▼ **Sub-Strand 1.0:** Word Analysis, Fluency, and Systematic Vocabulary Development
Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

▼ Concept: Vocabulary and Concept Development

Standard 1.18: Describe common objects and events in both general and specific language.

▼ Area: Listening and Speaking

▼ **Sub-Strand 2.0.:** Speaking Applications (Genres and Their Characteristics)
Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined

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in Listening and Speaking Standard 1.0.

▼ **Concept:** Using the listening and speaking strategies of kindergarten outlined in Listening and Speaking Standard 1.0, students:

Standard 2.1: Describe people, places, things (e.g., size, color, shape), locations, and actions.

Objective(s)

By the end of this lesson students will be able to demonstrate their understanding of locations by participating in the Over, Under, Around, and Through activity. Students will say what location they are in with regard to their peers when the music stops playing.

Assessment - Describe How You Plan To Find Out If Students Have Met Your Learning Objective(s) By The End Of The Lesson.

Assessment

I will assess students by taking anecdotal notes of a few students at a time. I will note if the students can tell me what location they are in when I stop playing the music.

Learning Experiences And Resources

Sequence of Activities

Set: I am going to frontload the vocabulary from the book by putting on a pair of rabbit ears and pretending to be a rabbit. I will interact with props (other teacher candidates) to demonstrate over, under, around, and through.

Input/procedures/modeling:

Teacher will introduce the book *Under The Trees and Through The Grass*. I will ask the students what predictions they can make about the book based on the cover. "what do you think the animals are going to do?" "Where do you think they are going?" These questions will be used to engage students into the book.

Teacher will then do a read aloud.

Teacher will ask comprehension questions during the read aloud. "Where is the racoon located?" "Who is under the tree?" "Where did the squirrel go?"

Guided Practice:

Teacher will bring out a plush rabbit and a box.

Teacher will place the rabbit under the box and ask the group where the rabbit is located.

Teacher will repeat placing the rabbit in different locations around the box.

Students will tell the teacher where the rabbit is located.

teacher will then demonstrate how to play over, under, around, and through.

Independent practice:

teacher will play music.

the students will play over, under, around, and through while the music is playing.

Students will say out loud where they are located in respect to their peers.

When the music stops playing, the students will say out loud where they are located.

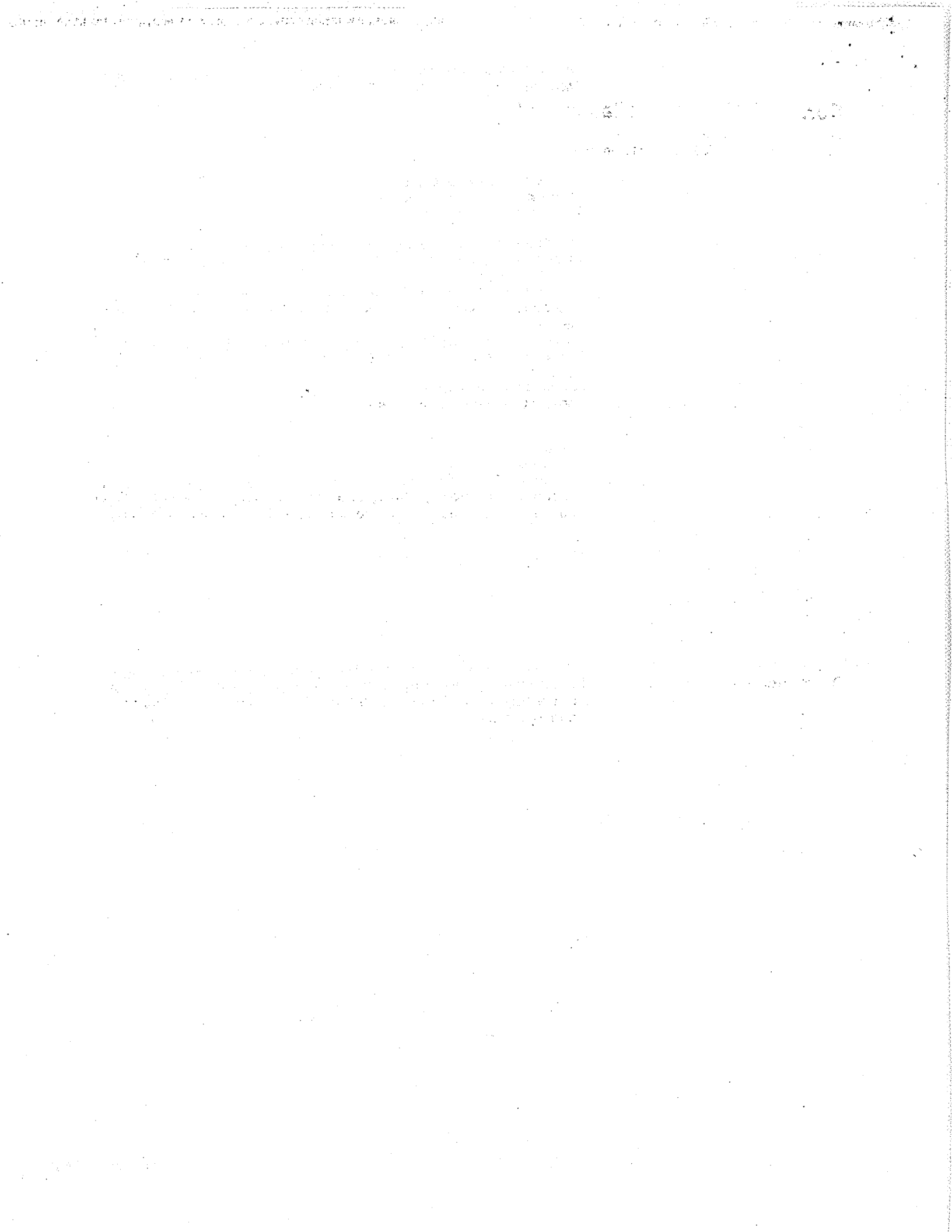
students will each take a turn.

Closure:

Teacher will bring the activity to a close by having a discussion about different ways students can move over, under, around, and through.

Differentiated Instruction

I am going to have Stefanie and Daphne sit up front. They both get distracted easily. This way I can keep an eye on them and keep them engaged.



Form: "FAST Site Visitation v 4.0"created with **TaskStream**
Advancing Educational Excellence

Author: [REDACTED]

Date submitted: 11/05/2011 7:13 pm (PST)

 Show All Possible Responses**Response is required****Evaluation of planning and teaching**

Evaluate your planning and teaching of the lesson relative to the scoring rubric for this task (TPEs 1, 2, 4, 5, and 11). Select those elements from each TPE you think are key to evaluating your planning and teaching of this lesson. Be specific, but concise (maximum 500 words). Your evaluation will be assessed using the qualitative descriptors for TPE 13 in the rubric for this task.

TPE 1: The vocabulary was front loaded to the students both verbally and visually. During the read aloud, I would ask the students to point out or say where the animals in the book where located. I moved a squirrel in different locations to a box made to look like a cave and had the students tell me where the squirrel was in relation to the box. I also had the students participate in a kinesthetic activity. (Over, under, around, and through)

TPE2: One of the students was not getting the concept of "through" so I asked the group about things we walk through. We discussed walking through hallways in the house and driving through tunnels. I used an example of the covered slides in the playground. You start at the top of the slide and slide through to the other end of the slide. When doing the activity, I was hoping the students would be able to understand what to do after everyone had a turn going once. I ended up having the students taking turns three times until they were able to do the activity without my help.

TPE4: I do not have students with IEPs in my group. There are two girls who get distracted easily and do not pay attention. I had them sit up front when I was reading the story. Since the concepts of over, under, around, and through, were a little abstract for the students I decided that the kinesthetic activity would be something fun the students could participate in as well as keeping the content accessible to them.

TPE5: I had the squirrel and the box because a stuffed toy is something that young children can relate to and stay engaged with. The kinesthetic game was a major part of my lesson. I know that young children like to play games and this was a game that the students could play at recess when the lesson was over. The students had fun and they were able to learn some new concepts. The students were paying attention and genuinely trying to learn the game. I did redirect a couple of the students during the read aloud by asking the students a comprehension question.

TPE 11: Everyone in the group had a turn to speak. Students raised their hands to speak and were told that I would not answer them if they spoke out of turn and interrupted their peers. I asked independent questions and then was had the discussion about going through things. The kinesthetic game involved taking turns and everyone in the group of three knowing what their role in the group was. Everyone had to perform their role in the group in order for everyone to be able to have a turn.

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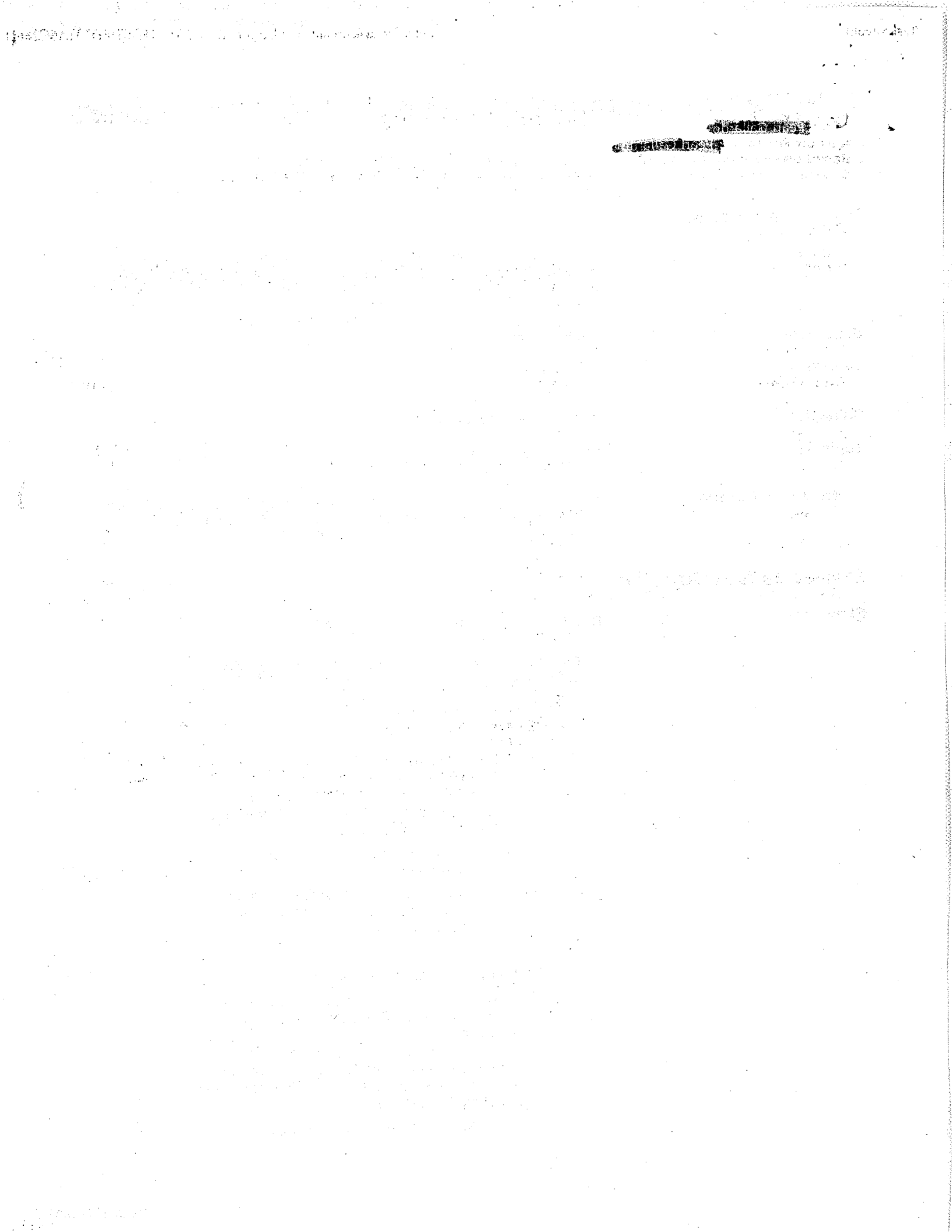
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