EHD 178 ECE: SITE VISITATION PROJECT
OBSERVATION AND FEEDBACK

STUDENT TEACHER [redacted] **GRADE** 1 **SCHOOL** Viking

DATE OBSERVED 11/9 **LESSON** Are you a Duck Too

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: Well prepared, outstanding lesson! waddling, physical activity, was a motivating connection that allowed you to introduce story + key vocabulary. Read with expression and most students showed active interest. Wonderful comprehension development, using vocabulary, music and movement. adding the new action word to chart helped students focus and change their behavior. Excellent preparation, use of word cards and more will be helpful in teaching vocabulary. Be sure to monitor students' listening + writing reading. Those having difficulties may need to be moved + sit closer to you. Be sure to introduce term, action words or verbs.

Suggestions:

Supervisor Signature Sharon Abramson Date 11/9

Student Signature (Optional) Susana Barrera Date 11/9

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

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

Are You A Duck Too?

created with TaskStream

Author: [redacted]
Based on lesson by: [redacted]
Date created: 11/03/2011 7:54 PM PST ; **Date modified:** 11/07/2011 3:48 PM PST

Basic Information

Summary

In this lesson the teacher will do a read aloud of the book *Do Like a Duck Does!* by Judy Hindley. Then together with the students she will act out vocabulary words related to duck movements and will be engaged in a game that will consists of matching vocabulary words with their definition. Students will learn these new vocabulary words and will try using them in writing.

Grade/Level

Grade 1

Time Frame

40 minutes

Subject(s)

Language Arts (English)

Topic(s)

- Vocabulary
- Duck Movements

Instructional Materials

The materials needed will be the book, *Do Like a Duck Does! by* Judy Hindley, duck cards with words, pond cards with pictures defining the words, a stuffed duck, speakers, ipod with song *Five Little Ducks* by English Nursery Rhyme Songs for Children, ducklings and foxes to color, crayons, pencils, and word wall poster.

Standards And Objectives

Standards

Display: Collapse All Expand All

CA- California K-12 Academic Content Standards

Subject: English Language Arts

Grade: Grade One

Area: Reading

Sub-Strand 1.0: Word Analysis, Fluency, and Systematic Vocabulary DevelopmentStudents understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics,

syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Concept: Vocabulary and Concept Development

Standard 1.17: Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).

Area: Listening and Speaking

Sub-Strand 1.0: Listening and Speaking StrategiesStudents listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Concept: Comprehension

Standard 1.1: Listen attentively.

Objective(s)

After teacher explanation, modeling, guided and independent practice students will be able to define new vocabulary words through acting them out and using them in writing.

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

Assessment

Students will be assessed through a game they will be playing. They will need to match pictures that correspond to the vocabulary word. The teacher will also assess if students learned the new vocabulary words by reading their reading log entrees and seeing if they were able to use at least one word in their writing.

Learning Experiences And Resources

Sequence of Activities

Connection: The teacher will begin by whispering to students, "Boys and Girls do you want to know a secret? I am feeling like a duck today." Then the teacher will ask students, "Do you know what kinds of things ducks do? or How they walk and talk?" Students will get the chance to respond to the questions. After the students and teacher have discussed a little about ducks, the teacher will tell

Form: "FAST Site Visitation v 4.0"

created with TaskStream

Author[redacted]

Show All Possible Responses

Export to Word

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: Two English Language Arts Standards were incorporated in this lesson one being vocabulary and another comprehension. First students listened to a read aloud and had a discussion guided through questions about the story, which assessed comprehension. Students also learned vocabulary words through acting out. A teacher's demonstration taught students how to act out words and understand the word's meaning. Visuals were also utilized for comprehension. Children were involved in a powerful vocabulary game that had to do with matching the vocabulary words to the picture that defined it and included music. These strategies and activities covered most of Gardner's multiple intelligences: musical, kinesthetic, visual, linguistic, and interpersonal, students had a new engaging experience to remember.

TPE 2: I was able to assess student's comprehension of the story through asking questions during and after the read aloud. Assessment also took place during the game where they had to match the vocabulary words with their pictures. The final assessment took place at the end where the students had to use some new vocabulary words in their writing. During writing I had to work with the struggling students more to guide them and brainstorm sentences in which they could use a vocabulary word. Assessment is a necessity to teaching to plan for further instruction, know whether students understood the lesson and scaffold on that knowledge, or know whether re-teaching and improvements are needed.

TPE 4: The content was made accessible to children through acting out, using visuals, reading with expression and enthusiasm, role-playing as ducks, and by bringing in an item they could touch. All these things enhanced the lesson and brought it to life for them. Since the lesson incorporated a lot of movement it helped the struggling students get an understanding of what the vocabulary words meant and clearer understanding of the story. The student who hardly wants to participate was actually part of the whole group and had a different spirit towards learning. The activities were aligned with the content standards and were also engaging.

TPE 5: Students were highly engaged throughout the lesson, which caused them to meet the objectives of the lesson. The strategy for engagement was enthusiasm for activities and inclusion of all students. Everyone had the opportunity to participate and show learning. A lot of thought and preparation was put into this lesson to make the lesson flow smoothly, reduce misbehavior, and have learning occur. I was the mother duck for the lesson and they were my ducklings. Content was presented in the most engaging way utilizing hands on material, music, and movement.

TPE 11: Students were able to work as a group and work independently to utilized new knowledge acquired from the teacher and guided activity. Students are learning that if they pay attention to each other's comments they can enhance their knowledge. They are learning to work as a team, be respectful, and positive about learning. It is important that children learn to function in their school environment and become participants of their learning experience.

Shardilyn,
Angie,

CALIFORNIA STATE UNIVERSITY, FRESNO
Kremen School of Education and Human Development

Teacher Candidate [redacted] Cooperating Teacher Ms. Murray

School Huggins Grade Level Pre-K Date 9/29/11

Informal Site Observation

What a terrific culmination to your mini-unit. The children were clearly engaged. I'm impressed with how much language you incorporated with your activity. That is what scaffold learning and also allows you to check for understanding. Think how wonderful this unit will be for teacher Kem. For you its an ending; for her & her class, its a beginning. Well done!

Observers Signature SM Teacher Candidate Signature _____