

EHD 178 ECE: SITE VISITATION PROJECT
OBSERVATION AND FEEDBACK

STUDENT TEACHER [REDACTED] GRADE 1 SCHOOL Viking

DATE OBSERVED 11/11 LESSON Down by the Bay

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:

the group story book, the students made good review of vocabulary prior to reading story. ^{will done 1 core} ~~work~~ included review at end of lesson like how you had students more closer to listen to story. you had with expression and enjoyment that was reflected in the students' interest and participation.

Good follow-up activity. like how students were able to create their own sentences.

students were interested & participative. highly motivated to read the book they created.

Suggestions:

Be sure to include a space for writing name, a title and brief direction on a discovery sheet. ^{some children were} ~~needing~~ help with completing it.
course - track, golf

Be sure to occasionally monitor those doing independent work with assisting individuals ^{coarse - rough texture}

Supervisor Signature Sharon Adams Date 11/16/11

Student Signature (Optional) John M. Just Date 11/16/11

<p>TPE 1</p> <p>Specific Pedagogical Skills:</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</u> ELA standards that <u>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>2</p>	<p>Plan: The lesson plan includes a variety of <u>opportunities to check</u> 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>2</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> for reinforce content. Students <u>frequently 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 of this</u> 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 <u>effective 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 independently and in pairs or groups. Candidate includes <u>strategies</u> for <u>promoting students' independent and pair/group participation</u>.</p> <p>Observations: Candidate expresses,, enforces and reinforces expectations for <u>academic and social</u> behavior. 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.

Down by the Bay Site Visitation

created with **TaskStream**
Advancing Educational Excellence

Author: [REDACTED]

Based on lesson by: Tamika Tatum

Date created: 11/13/2011 9:15 PM PST ; Date modified: 11/13/2011 10:54 PM PST

Basic Information

Summary	Students will practice the use of rhyming words by playing a matching game and creating a class story.
Grade/Level	Grade 1
Time Frame	Wednesday, November 16, 2011 9:00am-9:40am
Subject(s)	Language Arts (English), Reading
Topic(s)	Rhyming words

Instructional Materials

1. Down by the Bay, by Raffi
2. Rhyming word cards
3. Down by the Bay song
4. Pictures of watermelon
5. Pictures of a bay
6. Blank story book pages
7. Pencils
8. Crayons/Markers

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 Development
Students understand the basic features of reading. They

Down by the Bay Site Visitation

Author: Tamika Jarmon

Based on lesson by Tamika Jarmon

Date created: 11/13/2011 9:15 PM PST | Date modified: 11/13/2011 10:51 PM PST

Basic Information

Summary	Students will practice the use of rhyming words by playing a matching game and creating a class story.
Grade/Level	Grade 1
Time Frame	Wednesday, November 16, 2011 9:00am-9:40am
Subject(s)	Language Arts (English), Reading
Topic(s)	Rhyming words

Instructional Materials

1. Down by the Bay by Raffi
2. Rhyming words cards
3. Down by the Bay song
4. Pictures of watermelon
5. Pictures of a boy
6. Blank story book pages
7. Pencils
8. Crayons/markers

Standards And Objectives

Standards	<p>California: English Language Arts</p> <p>CA - California K-12 Academic Content Standards</p> <p>Subject: English Language Arts</p> <p>Grade: Grade 1</p> <p>Area: Reading</p> <p>Sub-Standard: 1.0 - Word Analysis: Fluently and accurately read aloud words and sentences.</p> <p>Understand the basic features of words.</p>
-----------	---

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:** Concepts About Print

Standard 1.1: Match oral words to printed words.

▼ **Concept:** Phonemic Awareness

Standard 1.6: Create and state a series of rhyming words, including consonant blends.

Objective(s)

After teacher explanation, guided modeling and independent practice students will participate in a grand conversation about the book *Down by the Bay*, by Raffi. Students will also recognize and create rhyming words.

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 by their ability to find their rhyming word partner and by the completion of their new storybook page.

Learning Experiences And Resources

Sequence of Activities

CONNECTION:

Students will the guess answer to a riddle

I'm thinking of something...

You can eat it.

It's a fruit.

It's green on the outside.

It has seeds on the inside. It begins with the letter w.

It's red on the inside.

Answer = A watermelon

VOCABULARY:

Brainstorm:

Bay: A small part of the sea that curves into land

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: Concepts About Print

Standard 1.1: Match oral words to printed words.

Concept: Phonemic Awareness

Standard 1.6: Create and state a series of rhyming words, including consonant blends.

After teacher explanation, guided modeling and independent practice students will participate in a guided conversation about the task. They will also participate in a conversation and create rhyming words.

Objective(s)

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

Students will be assessed by their ability to find their rhyming word partner and by the completion of their own rhyming book page.

Assessment

Learning Experiences And Resources

Sequence of Activities

CONNECTION

Students will use their guess power to identify

the thinking of each day.

You can eat it.

It's hot.

It's green on the outside.

It has seeds on the inside. It rhymes with the letter

It has a hole.

It has a wash mark.

STAIRWAY

STAIRWAY

It's a small part of the whole that has its own

Watermelon: a fruit with smooth skin, red pulp, juicy insides

TEACHING STRATEGIES:

1. Book Walk:

Ask students to look at the cover of the book and make predictions about what they think the story is about. Tell students to listen carefully for rhyming words. Say rhyming words are words that have the same ending sound. So put on your good listener ears.

2. Read book aloud

3. Say " Raise a quiet hand if you can tell me the rhyming words that you heard?" Choose several students to give answers.

4. Tell students that we will play a matching game to practice rhyming words. Say I'm going to give everyone a picture card, your job is to find your partner that rhymes (has the same ending sound). When you find your partner line up in front of the stage.

5. Teacher will give each student a rhyming word, play Down by the bay song while students find their matching partner.

6. Teacher checks to make sure students find rhyming partner. Say Great job everyone!

7. Next we are going to create our own storybook version of Down by the bay.

8. Create a "T chart" with new animals and actions that rhyme with animals

QUESTIONS:

What do think will happen next?

How do we know if a word rhymes?

STUDENT PRACTICE:

Guided Activity:

1. Recall words in the story that rhymed
2. Students will find their matching rhyming word partner
3. Students and teacher will brainstorm ideas for animals and an action that rhymes with animal

Possible animals and rhyming word actions:

Did you ever see a llama, wearing pink pajamas?

Did you ever see cat, wearing a hat?

Did you ever see a hare, brushing her hair?

Did you ever see a turtle, wearing a girdle?

Did you ever see a Fox, carrying a box?

Watermelon a full with smooth skin, red pulp, juicy interior

TEACHING STRATEGIES

1. Book Walk

Ask students to look at the cover of the book and make predictions about what they think the story is about. Tell students to listen carefully for rhyming words. Say rhyming words are words that have the same ending sound. Do not put on your good listener ears.

2. Read and Respond

3. Say: Raise a quiet hand if you hear the rhyming words that you hear. I have several students to give answers.

4. Tell students that we will play a matching game to practice rhyming words. Say: I'm going to give everyone a picture card, your job is to find your partner that rhymes (has the same ending sound). When you find your partner line up in front of the class.

5. Teacher will give each student a rhyming word card. Give by the day song while students find their matching partner.

6. Teacher checks to make sure students find rhyming partner. Say: Great job everyone!

7. Text: We are going to create our own storybook version of Down by the Bay.

8. Create a T-chart with new rhymes and actions that rhyme with actions.

QUESTIONS

What do think will happen next?

How do we know a word rhymes?

STUDENT PRACTICE

Circle rhyming words.

1. Circle words in the story that rhyme.

2. Students will find their matching rhyming word partner.

3. Students and teacher will brainstorm ideas for animals and actions that rhyme with animals.

4. Possible animals and rhyming words list:

5. List of rhyming words and actions:

6. List of rhyming words and actions:

7. List of rhyming words and actions:

8. List of rhyming words and actions:

9. List of rhyming words and actions:

Did you ever see a Mouse, sweeping her house?

Did you ever see a fly wearing a tie?

Did you ever see a goat sailing a boat?

Did you ever see a snake baking a cake?

Did you ever see a hog walking a dog?

Did you ever see a bat kissing a cat?

Independent Activity:

1. Students will create a new story using the new animals and actions.
2. Each student will choose one animal and action to write and draw a picture about.

Differentiated Instruction

Give students extra help that need it with hearing and identifying rhyming words by doing more examples of words that rhyme. The use of picture and words on the cards will help reinforce the concept of rhyming. If students cannot read the word, they can use the picture to help them read the word and find their rhyming partner.

The first part of the report is a summary of the work done during the year. It covers the main areas of research and the results obtained. The second part is a detailed account of the work done in each of the main areas. This is followed by a discussion of the results and their significance. The report concludes with a list of references and a list of the author's publications.

REFERENCES

1. Smith, J. D. (1985). The effect of temperature on the rate of reaction. *Journal of Chemical Kinetics*, 10, 1-10.

APPENDIX A

This appendix contains the raw data for the experiments described in the main text. It is presented in the form of a table. The first column is the temperature in degrees Celsius, and the second column is the rate constant in units of s⁻¹. The data points are as follows:

TPE 1

In this lesson I integrated two English Language Arts standards. They were matching oral words to printed words and create and state a series of rhyming words including consonant blends. To support the instruction of this standard I read aloud the book Down by the Bay, which is filled with rhyming words. Each student was also give a picture card and their task were to find their rhyming word partner. I also had a riddle written on a chart paper and the students read and followed along with me as I read. These standards are very important part in the progression of the student's reading skill and word building.

TPE 2

Monitoring students during instruction is an important to ensure the learning objective is met. Throughout my lesson I asked students how do they know the words rhymed. They were also able to identify words that rhymed as I read the story aloud. They responded by telling me that the words have the same ending sounds. Students demonstrated their mastery of this objective by completing the word card matching and creating a sentence using the animal that they chose and a word that rhymed.

TPE 4

To make content accessible to students I started the lesson with a riddle. Students were given the opportunity to guess what the answer was. The answer to the riddle was connected to one of the vocabulary words being taught from the book Down by the Bay. I also had visual aids for both vocabulary words that were being taught. The use of the riddle and visual aids connected my EL students as well as my students that were reluctant to participate.

TPE 5

The students were very engaged in creating their own version of the book Down by the Bay. Each student was able to pick which animal they would like to write about along with word that rhymed with that animal. Allowing the students to have a complete control of their writing kept them engaged and on task. Once students wrote and illustrated their sentence, I compiled each student's pages along with a title page for our book and read it aloud. The students were standing up in anticipation of their page being read.

TPE 11

To make the students feel comfortable, as I read I sat on the floor and they sat around me. This enabled me to be at their eye level, hear their predictions and comments. Students were also given opportunities to move around, work in pairs and work individually to create their sentence and drawing to illustrate what the had written. It is important that the social environment is rooted in respect and fairness of each other. Having an encouraging environment allows students to take risk and use higher-level thinking.

TPE 13

Overall, I thought my teaching of the lesson went very well. The students were very engaged in the read aloud and the creating of their own story. One thing that I had not planned for was the variety of animals that were chosen. One student chose the animal panda. It took me a little off guard and I struggled a little bit with finding a word that word rhymed. I came up with the name Amanda, and she liked using that in her sentence. I am really proud of our version of Down by the Bay that we created. The students took so much pride in having their work compiled in a book and shared with everyone.

TYPE 1

In this lesson I integrated two English Language Arts standards. They were matching and words to printed words and create and state a series of rhyming words including consonant blends. To support the instruction of this standard I read about the book Down by the Bay which is filled with rhyming words. Each student was also given a picture card and their task was to find their matching word. I also had a table written on a chart paper and the students read and followed along with me as I read. These standards are very important part in the progression of the student reading skill and word building.

TYPE 2

Monitoring students during instruction is an important to ensure the learning objective is met. Throughout my lesson I asked students how do they know the words rhymed. They were also able to identify words that rhymed as I read the story aloud. They responded by telling me that the words have the same ending sounds. Students demonstrated their mastery of the objective by comparing the word card matching and creating a sentence using the animal that they chose and a word that rhymed.

TYPE 3

To make content accessible to students I started the lesson with a riddle. Students were given the opportunity to guess what the answer was. The answer to the riddle was connected to one of the vocabulary words being taught from the book Down by the Bay. I also had visual aids for both vocabulary words that were being taught. The use of the riddle and visual aids connected my EL students as well as my students that were reluctant to participate.

TYPE 4

The students were very engaged in creating their own version of the book Down by the Bay. Each student was able to pick which animal they would like to write about along with word that rhymed with that animal. Allowing the students to have a complete control of their writing kept them engaged and on task. Once students wrote and illustrated their sentence, I completed each student's page along with a title page for our book and read it aloud. The students were standing in anticipation of their page being read.

TYPE 5

To make the students feel comfortable, as I read I sat on the floor and they sat around me. This enabled me to be at their eye level, hear their predictions and comments. Students were also given opportunities to move around, work in pairs and work individually to create their sentence and drawing to illustrate what they had written. It is important that the social environment is created in respect and fairness of each other. Having an encouraging environment allows students to take task and use higher-level thinking.

TYPE 6

Overall, I thought my lesson went very well. The students were very engaged in the task and had fun creating their own story. One student chose the animal which is a pig and they were very creative with their drawing. I was really proud of our version of Down by the Bay. The students took so much pride in having their work read to a book and they were very happy.