

# California State University, Fresno

## Office of Professional Field Experiences Observation Form

Teacher Candidate	Meghan Chang	School	Reagan	Grade	K
Cooperating Teacher	S. Reidelshimer	University Supervisor	J. M. [Signature]	Date	2-7-12

Observation Day 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15      Lesson Plan

Topic and Objective Observed EL group - ?

### Teaching Performance Expectations

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Subject-specific pedagogical skills:<br/>Reading/Language arts Math History/Social Science</li> <li>2. Monitoring student learning during instruction</li> <li>3. Interpretation and use of assessments</li> <li>4. Making content accessible</li> <li>5. Student engagement</li> <li>6. Developmentally appropriate teaching practices: K-3 4-8</li> </ol> | <ol style="list-style-type: none"> <li><del>7. Teaching English Learners</del></li> <li>8. Learning about students</li> <li>9. Instructional planning</li> <li>10. Instructional time</li> <li>11. Social environment</li> <li>12. Professional, legal, and ethical obligations</li> <li>13. Professional growth</li> </ol> |
|---|---|

*Directions: Record and document lines of evidence in terms of CSTP domains and specific behaviors/activities found in TPEs and TPAs. Provide feedback accordingly to participating student teachers. Use CSTP and TPEs, and TPAs as a guide to conduct observations.*

Observations	Comments and Suggestions
<p><u>Windy</u> -</p> <ul style="list-style-type: none"> <li>- moved bodies</li> <li>- showed picture</li> <li>- drew pictures</li> </ul> <p>- Students wrote sentence and drew pictures!</p> <p><del>- working on 1 to assist + support</del></p> <p>each student told about their picture - using correct words and complete sentences. very nice - you were encouraging + patient!</p> <p>Students felt safe to speak!</p> <p>- took students out to look at today's weather.</p>	

Teacher Candidate Goals: \_\_\_\_\_

Observers Signature: [Signature]

Copies distributed: University Supervisor, Master Teacher, Teacher Candidate

## EL-LESON 1

**NAME:** Meghan Chang

**DATE:** 01/30/12; 30 minutes

**TITLE (INCLUDE STRATEGIES):** Time to Talk

**STANDARD:** ELDK.LS3, 2EINT Recite familiar rhymes; ELDK.R16, 3INT Content vocabulary apply to discussions; ELDK.R7, BEG1 understanding basic words, demonstrate comprehension of simple vocabulary with an appropriate action; ELAK.LS2.2 Recite short rhymes

**BOOKS AND MATERIALS:** Weather scene and clothing manipulatives

**LITERACY OBJECTIVE:** Students will recite a rhyme and participate in discussions about the weather and the four seasons.

**CONNECTION:** TC will remind students they have been talking about the weather with Mrs. Riedelsheimer as well as ask them to think about how it feels outside today and to recall how it felt over the weekend.

**VOCABULARY:** Weather, seasons (fall, winter, spring, summer).

### TEACHING STRATEGIES:

1. TC will begin by talking about weather and that there are different types of weather.
2. TC will recite "Rain, Rain, Go Away" while also gesturing raindrops with her fingers.
3. TC will continue singing the song and adding each student's name.
4. TC will then present students with the weather scene.
5. TC will point to each scene (fall, winter, spring and summer) and explain there are four seasons.
6. TC will also talk with students about the different types of weather they can see with the different seasons.
7. TC will then present students with the clothing manipulatives and explain that we wear different types of clothes for different types of weather.
8. TC will have students place one manipulative into the correct season.
9. TC will provide the sentence frames, "It is \_\_\_\_" and "I see \_\_\_\_" and model for students how to point at the weather scene and say "It is rainy. I see clouds."
10. TC will repeat above with all four scenes.

### STUDENT PRACTICE:

**Guided Activity:** Students will sing "Rain, Rain, Go Away". Students will pair share the four seasons. Students will place the clothing manipulatives in the correct spaces. Students will pair share using the sentence frames "It is \_\_\_\_" and "I see \_\_\_\_" about the weather scene.

**California State University, Fresno**

**Office of Professional Field Experiences Observation Form**

Teacher Candidate		School	Reagan	Grade	K
Cooperating Teacher	S. Reidelshamer	University Supervisor	J. Morfitt	Date	2-7-12

Observation Day 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Lesson Plan

Topic and Objective Observed EL group - ?

**Teaching Performance Expectations**

- |  |  |
|--|--|
| 1. Subject-specific pedagogical skills:<br>Reading/Language arts Math History/Social Science | <del>7. Teaching English learners</del>          |
| 2. Monitoring student learning during instruction  | 8. Learning about students                       |
| 3. Interpretation and use of assessments   | 9. Instructional planning                        |
| 4. Making content accessible   | 10. Instructional time                           |
| 5. Student engagement  | 11. Social environment                           |
| 6. Developmentally appropriate teaching practices: K-3 4-8                                   | 12. Professional, legal, and ethical obligations |
|  | 13. Professional growth                          |

*Directions: Record and document lines of evidence in terms of CSTP domains and specific behaviors/activities found in TPEs and TPAs. Provide feedback accordingly to participating student teachers. Use CSTP and TPEs, and TPAs as a guide to conduct observations.*

**Observations**

**Comments and Suggestions**

Windy -  
- moved bodies  
- showed picture  
- drew pictures

- Students wrote sentence and drew pictures!

~~They had to assist support~~

each student told about their picture - using correct words and complete sentences. Very nice -

you were encouraging + patient!

Students felt safe to speak!

- took students out to look at today's weather.

Teacher Candidate Goals: \_\_\_\_\_

Observers Signature: J. Morfitt

Copies distributed: University Supervisor, Master Teacher, Teacher Candidate

## EL-LESON 1

NAME: \_\_\_\_\_

DATE: 01/30/12; ~~10 minutes~~

**TITLE (INCLUDE STRATEGIES):** Time to Talk

**STANDARD:** ELDK.LS3, 2EINT Recite familiar rhymes; ELDK.R16, 3INT Content vocabulary apply to discussions; ELDK.R7, BEG1 understanding basic words, demonstrate comprehension of simple vocabulary with an appropriate action; ELAK.LS2.2 Recite short rhymes

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8. TC will have students place one manipulative into the correct season.
9. TC will provide the sentence frames, "It is \_\_\_\_" and "I see \_\_\_\_" and model for students how to point at the weather scene and say "It is rainy. I see clouds."
10. TC will repeat above with all four scenes.

### STUDENT PRACTICE:

**Guided Activity:** Students will sing "Rain, Rain, Go Away". Students will pair share the four seasons. Students will place the clothing manipulatives in the correct spaces. Students will pair share using the sentence frames "It is \_\_\_\_" and "I see \_\_\_\_" about the weather scene.

**Independent Activity:** Students will sort the clothing manipulatives into the correct weather scene and verbally tell what season or type of weather the clothing manipulative is dressed for.

**QUESTIONS:** What is the weather? What weather or season is the paper doll dressed for? What weather do you see?

**ADAPTATION STRATEGIES:** N/A

**ASSESSMENT PLAN:** TC will observe students' responses during pair share and when using the sentence frame. TC will note who was able to sort clothing manipulatives correctly and correctly identify the season.

**OTHER ACTIVITIES:** N/A

## EL-LESON 2

NAME: |

DATE: 01/31/12 30 minutes

**TITLE (INCLUDE STRATEGIES):** Share the Big Book

**STANDARD:** ELDK.LS1, BEG1 using physical actions and other means of nonverbal communication CELDT; ELDK.R7, BEG1 understanding basic words, demonstrate comprehension of simple vocabulary with an appropriate action; ELDK.LS2 INT Listen to stories and identify details and concepts using verbal and nonverbal responses CELDT; ELDK.R23, BEG1 giving one- or two-word responses, EINT using phrases or simple sentences

**BOOKS AND MATERIALS:** Big book *In the Yard*

**OBJECTIVE:** Students verbally analyze story elements (setting); identify details, make predictions and form opinions in response to *In the Yard*.

**CONNECTION:** TC will ask students to recall what we talked about yesterday. TC will ask students to review sunny, snowy, rainy and windy. TC will present book cover to students and ask them what they think the story might be about.

**VOCABULARY:** yard, shovel, mows

### TEACHING STRATEGIES:

1. TC will present cover of book to students and ask the students to talk about what they think might happen in the story.
2. After discussion, TC will tell students that they will listen to a story about working in a yard. The yard has grass and a garden.
3. TC will conduct a book walk with the students to give a preview of the story.
4. TC will have students pantomime digging, wiping your brow, mowing, leaves falling, picking fruit, shivering, shoveling, throwing a snowball and building a snowman.
5. TC will read *In the Yard*.
6. TC will discuss with students what they read about and their favorite parts.
7. TC will ask questions to build comprehension of the story and to have students recall key elements in the story.

### STUDENT PRACTICE:

**Guided Activity:** Students will make predictions from the cover, pantomime actions found in the story and discuss what happened in the story.

**Independent Activity:** Students will pair share their favorite part of the story and act out their favorite action, such as digging, dancing, etc.

**QUESTIONS:** What do you think is going to happen? What does it look like to \_\_\_? What does the girl do first? Does this story take place inside or outside? What does the girl do with the apples? What do you think will happen next?

**ADAPTATION STRATEGIES:** N/A

**ASSESSMENT PLAN:** TC will observe students' responses during discussions and when answering comprehension questions. TC will note who participated in the pantomime and made predictions. TC will also note students' responses during pair share.

**OTHER ACTIVITIES:** N/A

~~note: entire lesson is for English learners and provides the extra time to build vocabulary and express ideas in a "pull out" time, Tuesdays and Thursdays 1:00-1:30.~~

### Overview of the Unit

	Day 1	Day 2	Day 3	Day 4	Day 5
Topic	Intro to George Washington	George Washington continued...	George Washington and President's Day	Introduction to American Flag	American Flag continued...
Learning Outcome	3	2 and 3	2 and 3	1	1
Objective	Students will identify and write three characteristics of George Washington's life, as well as draw a picture of George Washington.	Students will sort characteristics into two categories, characteristics of George Washington and Abraham Lincoln.	Students will verbally recall why we celebrate the President's Day holiday.	Students will recall what a symbol is and recall that the American Flag is a symbol of the United States.	Students will describe what the parts of the flag and what the parts symbolize.
Activity	All about George Washington worksheet.	Sorting pictures President bingo during center time.	Make a George Washington head.	Color an American Flag	Make an American Flag