WICHITA STATE UNIVERSITY
COLLEGE OF APPLIED STUDIES

Note: Text fields and tables can be manipulated as needed to fit responses.

Task 1 - Contextual Information and Learning Environment Factors

A. General Contextual Information for Community, District, and School in Narrative Form (limited to 1 page)

Community: I am teaching in an urban community with a population of 114,015. Of that population, 66% of the residents are Caucasian. The median household income is $47,070. The common professions in this community are health services, tourism services, manufacturing, and financial services. 35.9% of the population are religious. Of that 35.9%, 14.3% are Catholic.

District: The district I am teaching in is made up of 24 cities. Within the district there is 48 high schools, 32 middle schools, and 88 elementary schools. As a district, they have an ELA score of 55%, a math score of 57%, a social studies score of 70%, and a science score of 57%. As far as gender, the district is made up of 51.6% male and 48.4% female. Of these students, 60.1% are economically disadvantage while 39.9% are non-economically disadvantaged. The students that make up this district are 53.6% White, 18.8% Black, 18.1% Hispanic, 4.1% Asian, 4.8% Multiracial, and 0.3% Native American.

School: The school in which I am teaching at is located in an urban setting. In ELA, the school received a proficiency score of 38%. In math, the school received a proficiency score of 63%. In science, the school received a proficiency score of 31%. The school's population consists of 45.6% female and 54.4% are male. Of those students, 100% of them are economically disadvantaged. The school is made up of 49.9% Hispanic, 25.8% Black, 19.8% White, 3.4% Multiracial, 1.1% are of other ethnicities.

B. Characteristics of Class (Use the following two tables to record information for the Whole Class)

Table 1.1 Class Contextual Information (limited to 1 page)

Age range of students ____6-7 years old_____	Number of male students ____9_____
Total number of students _____13_____	Number of female students _____4_____
	Number of non-binary students _____0_____

Percentage of economically disadvantaged students (i.e. students eligible for reduced lunch) ____100%_____
[**if reduced lunch information not available for class, provide school percentages]**

Number of students according to Race/Ethnicity (from U.S. Census definitions)	_____ American Indian/Alaskan Native _____ Asian/Asian American __2____ Black/African American ___4___ Hispanic/Latinx	_____ Native Hawaiian/Pacific Islander ___6___ White __1____ Multiracial _____ Other (specify)
Number of students according to Language proficiency	___4___ English Language Learners	
Number of students with identified special needs (sources and definitions of terms from IDEA sec. 300.8)	_____Autism _____Deaf-blindness _____Deafness _____Emotional disturbance _____Hearing impairment _____Intellectual disability _____Multiple disabilities _____ Orthopedic impairment	_____ Other health impairment _____ Pervasive Developmental Delay _____ Specific learning disability _____ Speech or language impairment _____ Traumatic brain injury _____ Visual impairment _____ 504 plan
Must provide appropriate charts/graphs to display demographic data for district, school, and classroom in Appendix A.		

Table 1.2 Student Characteristics for Whole Class (limited to 1 page for the entire section) Write about student characteristics that impact teaching in the classroom. Include curricular and extra-curricular interests, academic performance, class behavior, family/community background.

Student Characteristics	General Descriptions	Implication for Teaching

Curricular and extra-curricular interests Impacts on teaching in the classroom	The students extra-curricular interests consist of swimming, biking, and playing with siblings. The students curricular interests consist of reading and writing.	These interests can effect my teaching by giving the students more opportunities to write how they are feeling or sharing a story. They will be able to share with the class or share with a partner what they wrote about.
Previously demonstrated academic performance: % Above standard __0%___ % Meets standard __29%___ % Below standard ___71%__	As a whole class, majority of the students are performing below grade level. There a few students who are working at grade level. None of the students are above grade level standards.	The class instruction will depend on each students individual needs. When it comes to reading, the students will be put into small groups that are based on their current reading levels. For all other subject areas, instruction will have to be differentiated.
Interpersonal interactions/behavior in class	When it comes students to interacting with one another, they are very helpful and kind. The behavior has been somewhat of a learning adjustment for most of the students because they are learning from home. It is hard for them to not focus on the distractions that are going on at home.	When I feel a student needs help answering a question I will ask if any of the other students will be willing to help. When it comes to the behavior, I will set classroom expectations to give students that structure to help them to feel like they are at school even while learning at home.
Family and/or community background	This class is pretty diverse when it comes to ethnicities. All the students in my class come from families who are economically disadvantaged, and that does play a role in student's attendance.	Since most of the students are economically disadvantaged, I will include virtual fieldtrips and/or showing pictures to help them understand certain things we are discussing in class. I will tell them that they need these fundamental first grade skills in order to be successful later on in life.

C. Sub- Group/Focus Student Information

Table 1.3 Subgroup/Focus Student Characteristics

	Describe this subgroup/student and a rationale for why you selected them.	What are the instructional implications?
SUBGROUP or FOCUS STUDENT	The subgroup I have selected are 4 students who are all English Language Learners. I chose this subgroup because I wanted to see if there was any correlation between speaking a different language at home than what is spoken at school.	In order to help these students succeed, I will be sure to provide plenty of pictures for support. I will also label those pictures in order to clear up any confusion. I will talk with annunciation and also a little slower than normal. I will model the directions show exactly what I am wanting. I will also use gestures or body language to show emotional feelings.

Task 2 - Instructional Design

A. Description of Learning Objectives and Rationale for Selection (Minimum 2 learning objectives, maximum 4)

The student will construct the given word given by the teacher. I chose this learning objective because students will construct words using the targeted phonics skill. It will help them to see all the words that they can create using the Short /ŭ/ sound.The student will also label the number of sounds they hear in each word. I chose this learning objective because it gives the students practice taking apart a word sound by sound. Helping students take apart a word sound by sound can help them to become better readers and spellers.

B. Identify Learning Objectives: Focus should be on student performance – not activities. *What will students know or be able to do*?

Obj. No.	Learning Objectives	State Standard/Benchmark Met by Learning Objective

1	The student will **construct** the given word by the teacher.	RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
2	The student will **identify** the number of sounds they hear in each word	RF.1.2.c Isolate and produce initial, medial vowel, and final phonemes in spoken single-syllable words.

C. Narrative: How do the unit objectives address these standards? (**limited to 1 page)**

These unit objectives address these standards by teaching students the skills it takes in order to decode words. As a class, we will work on blending, and taking apart words sound by sound. At the end of the unit, the students will be able to construct words with the Short /ŭ/ sound. They will do an activity that will ask them to identify each sound they hear in a word.

D. Table 2.1 – Instructional Design: Overview of Unit Plan minimum 4 lessons, maximum 10.

Lesson	Date	Learning Objective(s)	Instructional Activities/Strategies	Describe Specific Adaptations/Differentiation/Universal Design for Learning (UDL)
1	9/21	Objective 1 and Objective 2	First, I will start the lesson by reading off words with the Short /ŭ/ sound and asking students to identify what sound they hear the most. Next, I will play a Jack Hartman video that will also teach the students the sound the Short /ŭ/ makes. Then, I will say some words and I want the students to spell the words based off the sounds that they hear and to count how many sounds that they hear. After, we will go over our blending lines for the week. Last, we will practice our sight words for the week. Finally, we will read our phonics story. Reading Strategy: Echo reading- the students will be asked to repeat each sentence from our phonics story.	Lesson instruction needs no specific adaptations.

2	9/22	Objective 1 and Objective 2	First, I will start the lesson by modeling how to blend some Short /ŭ/ words. I then give the students some words that they can blend on their own. Next, we will go over our blending lines. Then, we will go over our sight words. Last, we will read our phonics story followed by some comprehension questions. Reading Strategy: Echo reading- the students will be asked to repeat each sentence from our phonics story. Questioning- the students will be able to answer questions about the phonics story.	Subgroup adaptation: I will speak clearly, slowly, and anunciate. I will provide pictures of each word I am going to blend.
3	9/23	Objective 1 and Objective 2	First, I will start the lesson by modeling how to blend some Short /ŭ/ words. I then give the students some words that they can blend on their own and asking them to count how many sounds they hear in that word. Next, we will go over our blending lines. Then, I will say a phrase and the students will be asked to write that phrase in the Nearpod lesson. Last, we will go over our sight words. Finally, we will read our phonics story. Reading Strategy: Echo reading- the students will be asked to repeat each sentence from our phonics story.	Subgroup adaptation: I will speak clearly, slowly, and enunciate. I will provide pictures of each word I am going to of the words in the phrase.
4	9/24	Objective 1 and Objective 2	First, I will start the lesson by deleting the beginning the consonant of a word and asking the students what is left in the word. Next, we will go over our blending lines. Then, the students will be given a word ladder that they will have to complete. Last, we will go over our sight words. Finally, we will our phonics story. Reading strategy:	Whole group adaptation: When it comes to the deletion of the beginning consonant, I will write the word on my whiteboard and cover up the deleted consonant with my hand. This will help them to see what would be left in the word. When it comes to the word ladder worksheet, I will read each clue to the class so they know what they needs to be changed in our old word to create our new word.

			Echo reading- the students will be asked to repeat each sentence from our phonics story.	
5	9/25	Objective 1 and Objective 2	First, I will start the lesson by deleting the rime of a word and asking the students what is left in the word. Next, we will go over our blending lines. Then, we will go over our sight words. Last, the students will read the phonics story on their own. Finally, the students will be given an assessment over the given words.	Subgroup adaptation: When it comes to the assessment, I will provide a picture of each word that they have to spell Whole group adaptation: When it comes to the deletion of the rime, I will write the word on my whiteboard and cover up the deleted rime with my hand. This will help them to see what would be left in the word.

E. Table 2.2: Description of Pre-assessment, Formative Assessments, and Summative (Post) Assessment (limited to 2 pages) (minimum 2 formative assessments)

	Describe the assessment to be	**Explain rationale for choosing this assessment**	**Which objectives does this assessment address?**	**Identify how the assessment will be scored and/or the criteria to be used for evaluation. What accommodations or modifications will you make for your focus student or sub-group?**
Pre-Assessment	The pre-assessment I will use for this unit will be a listening test. I will say a word and I want the students to spell it based off the sounds they hear. I will also ask them to count how many different sounds they hear.	I chose this type of assessment because it will give me fast results of the students' background knowledge on being able to identify letter sounds.	Objective 1 and Objective 2	This assessment will not be for a grade because I want to see the students' background knowledge on identifying letter sounds. There will be no adaptations in place for the subgroup because I want to see how their background knowledge compares to the rest of the class.
Formative Assessment	The student will construct the given phrase by the teacher	I chose this type of assessment because it will give the students more practice for the post assessment.	Objective 1	This assessment will be scored on the simple basis if they were able to spell each word in the phrase correctly. There are three words in

				the phrase and each word is worth one point.
Formative Assessment	The student will identifty the number of sounds they hear in the given word.	I chose this type of assessment because it will give me a better understanding on if students know the different phonemes that make up a word.	Objective 2	This assessment will be scored on if they correctly identify the number of sounds they hear in each word. There will be three words given and each word is worth one point.
Summative (Post) Assessment	Just like the pre-assessment, the summative assessment I will use for this unit will be a listening test. I will say a word and I want the students to spell it based off the sounds they hear. I will also ask them to count how many different sounds they hear.	I chose this type of assessment because it will show me on what the students have learned since the pre-assessment.	Objective 1 and Objective 2	This assessment will be scored on what words the students spell correctly. They will will also need to state how many sounds they hear correctly. There will be five words given to the student, and each word will be worth two points. The student will get credit for spelling it correctly and stating the correct number of sounds. The subgroup modification for the assessment will be giving them a picture of each word that they have to spell.

F. Additional Details in Instructional Design (limited 1 page)

How do the instructional strategies/activities address the learning objectives for this unit?	The times we practiced our blending lines as a class gives the students an opportunity to hear all the sounds that make up each word. It also shows the students how they can use this strategy to help them read words they don't know. Once they know the sounds, then they will be able to associate a letter along with it.
How will critical thinking and problem solving strategies be implemented in the unit? Give specific examples of use.	When it comes to being able to remember their letter sounds, it may be difficult for some since there has been a such a long break from school. In order to recall the information, they may have to sound out each word for themselves. Then they will determine to their best ability what letter they think goes with that sound.

How does the unit demonstrate integration of knowledge/skills across and within content fields?	This unit does integrate some math because I ask the students to count how sounds they hear in each word. In all, I think this unit crosses all field because it is helping the students to become better at reading which is something we do in all subjects.
Explain the literacy/reading strategies that will be used throughout the unit. Give specific examples. (Remember that using text is not a reading strategy)	Echo Reading: The students will be asked to repeat each sentence from our phonics story.
How will technology be integrated within the unit? Explain candidate use and student use.	Candidate: I will use technology by using a document camera in order for the students to be able to see my whiteboard, blending lines, and phonics story. I will also share a video with the students at the beginning of the unit. Student use: The students will be submitting their work through Nearpod

The two focused lesson plans are detailed in Appendix B.

WICHITA STATE UNIVERSITY
COLLEGE OF APPLIED STUDIES

Task 3 - Teaching and Learning

A. Narrative: Daily Teaching Reflections (limited to 2 pages total)

Day 1: Before I started this unit, I had asked parents not to help their child because I wanted to know what exactly their child knew. I started off the lesson with saying words with the Short /ŭ/ sound. The words given were bus, run, and mug and I asked students what sound they heard the most. The students had a hard time telling me the common sound that I was looking for. Since this class is online, doing phonics can be challenging because being able to hear certain sounds through the computer can be difficult. Students then watched the Jack Hartman video. The Jack Hartman video the students really enjoyed because it gave them examples of words with the Short /ŭ/ sound. I then asked the students to spell the words tub, mug, run, hug, and bus. I could see some students were able to sound out the words on their own. Other students were just being given the answers so I once again had to remind parents not to help them. After spelling the words, I wanted the students to count how many sounds they heard. The students did very well with this.Then I modeled how we were going to complete our blending lines. I had each student unmute to be sure that they were participating, and so we could do our blending lines together. We practiced our sight words, not and play, by me showing them how they are used in sentence, and having them write the word three times and spelling it out as they write it. Once they are done writing, the students will show me their whiteboards. Then we read the given phonics story four times. The first time, I read it by myself. The second time, the students will unmute and they echo me after each sentence. The third time, the students will unmute and we will read it together. The fourth time, they will read it on their own or to someone at home.

Day 2: Before I started the lesson, I asked parents to refrain from just telling their child the answers. I then began modeling for the students how to blend some Short /ŭ/ words. I then called on students to blend words on their own. All the students were able to do this task without receiving help from someone at home. I had every student unmute, and we began going over our blending lines as a class. We practiced our sight words, not and play, by me showing them how they are used in sentence, and having them write the word three times and spelling it out as they write it. Once they are done writing, the students will show me their whiteboards. Then we read the given phonics story four times. The first time, I read it by myself. The second time, the students will unmute and they echo me after each sentence. The third time, the students will unmute and we will read it together. The fourth time, they will read it on their own or to someone at home. After the students read the story, I ask them two comprehension questions.

Day 3: Before I started the lesson, I asked parents to refrain from just telling their child the answers. I then began modeling for the students how to blend some Short /ŭ/ words. I then called on students to blend words on their own as they were blending the words, I wanted them to count all the sounds that they heard. All the students were able to do this task without receiving help from someone at home. I had every student unmute, and we began going over our blending lines as a class. After our blending lines, I gave students the phrase, in the tub, that I wanted them to try and sound out on their own. I would be able to see the end result in the Nearpod lesson. I noticed that students were sounding out the words as I repeated the phrase for them. The students did well at accomplishing this task. We practiced our sight words, not and play, by me showing

them how they are used in sentence, and having them write the word three times and spelling it out as they write it. Once they are done writing, the students will show me their whiteboards. Then we read the given phonics story four times. The first time, I read it by myself. The second time, the students will unmute and they echo me after each sentence. The third time, the students will unmute and we will read it together. The fourth time, they will read it on their own or to someone at home.

Day 4: Before I started the lesson, I asked parents to refrain from just telling their child the answers. I started the lesson by giving the students word. After giving them that word, I would ask what would be left if we did not have the beginning consonant. Every student was able to tell me what would be left in the word. I had every student unmute, and we began going over our blending lines as a class. The students were given a word ladder in the Nearpod lesson that they were asked to complete. In the word ladder, the students are given a starting word and they must create a new word that match the given clues. A lot of the students did struggle with this because some of the clues were worded in a weird way. I mostly had to change the clue so the students would be able to understand and complete the word ladder. Once I did that, the students were able to complete it just fine. We practiced our sight words, not and play, by me showing them how they are used in sentence, and having them write the word three times and spelling it out as they write it. Once they are done writing, the students will show me their whiteboards. Then we read the given phonics story four times. The first time, I read it by myself. The second time, the students will unmute and they echo me after each sentence. The third time, the students will unmute and we will read it together. The fourth time, they will read it on their own or to someone at home.

Day 5: Before I started the lesson, I asked parents to refrain from just telling their child the answers. I started the lesson by giving the students a word. After giving them that word, I would ask what would be left if we did not have the rime of that word. Every student was able to tell me what would be left. I had every student unmute, and we began going over our blending lines as a class. We practiced our sight words, not and play, by me showing them how they are used in sentence, and having them write the word three times and spelling it out as they write it. Then the students will read the given phonics story on their own. The students will be given an assessment over the following words. The words are tub, mug, run, hug, and bus. Nine out of the thirteen students were able to master the Short /ŭ/ skill and have the correct amount of sounds. The subgroup did a great job with the post assessment and I believe the pictures did really help them to spell the word.

B. Student Interaction and Engagement (Strategies for promoting student-to-student interaction and student-to-teacher interaction) (limited to 1 page)

Strategies for promoting student-to-student interaction	I promoted student-to-student interaction by calling on students to help other students out. Sometimes a student wouldn't know how to answer the question, so I would say, "Can you help him/her out?" The students were very willing to help each other out. I would also ask if they agreed with the student who answered and tell that student why they agree with them.

Strategies for promoting student-to-teacher interaction	I promoted student-to-teacher interaction by asking the students questions. I would also have them explain their thinking. I would want them to explain how they got their answer and not just simply telling me the answer.

C. Analysis of Assessment (limit 1 page)

Pre-Assessment:	
Description of results, based on pre-assessment chart (appendix C)	According to the results, less than half the students know how to spell Short /ŭ/ words. All of the students were able to count the sounds correctly. Only one of the students from the subgroup was able to spell all the words correctly.
Describe how pre-assessment data was used to proceed with instruction for all students.	Since less than half of the students were not able to spell Short /ŭ/ words, I just started with the basics and worked my way up. I would start by telling them how the Short /ŭ/ is supposed to sound and having them say it with me. The blending lines we went over daily also helped them to see how the Short /ŭ/ sound was used in words. The phonics story that was given had plenty of Short /ŭ/ words in them as well. When it came to counting the sounds, all of the students were able to do that successfully in the pre-assessment.
Formative Assessment:	
student performance results of formative assessment	According to the results of the formative assessment, all the students were able to construct the given phrase accurately. This includes the subgroup.
Discuss the results in reference to the learning objectives.	The students were able to meet Objective 2, but needed to work on meeting Objective 1 according to the pre-assessment. After the students completed the formative assessment, all students were able to meet Objective 1.
Discuss any accommodations or modifications based on the results of formative assessments.	In the pre-assessment, I noticed the subgroup was needing a little extra help. In order to help them, I showed the subgroup pictures of the words we were working with in the formative assessment. The results show that this did help the subgroup.

Summative (Post) Assessment:	
Description of results, based on summative assessment chart (appendix C)	Nine out of thirteen students were able to master Objective 1. All of the students in the subgroup were also able to master Objective 1.
How do the results demonstrate meeting your learning objectives? How do they demonstrate not meeting learning objectives?	The results show that in the beginning less than half were not able to meet Objective 1, but by the end of the unit nine out of the thirteen were able to meet the Objective. There were four students that were still not able to meet the Objective.

Appendix C provides visual representation of assessment data.

D. Visual Representation of Disaggregated Data (limited to 2 pages)

Appendix C provides visual representation of assessment data.

WICHITA STATE UNIVERSITY
COLLEGE OF APPLIED STUDIES

Task 4 - Self-Evaluation and Reflection

A. Description of Successful Objectives (limited to 1/2 page)

Based on the analysis of all the assessment results, identify your most successful learning objective(s) from the unit.	**Explain why these objective(s) were successfully met. Give more than one reason for each of the successes identified.**
Objective 1: The student will **construct** the given word by the teacher.	This objective was successfully met because in the beginning most of the students did not meet it. At the end of the unit, only four of the students were still having trouble.This objective was also the most successful because my students were able to tell me what sound the Short /ŭ/ makes and were able to spell words with the Short /ŭ/.

B. Description of Least Successful Objectives (limited to 1/2 page)

Based on the analysis of all the assessment results, identify your least successful learning objective(s) from the unit.	**Explain why these objective(s) were not as successfully met. Give more than one reason for each of the least successful objectives identified.**
Objective 1: The student will **identify** the number of sounds they hear in each word	This objective was not a success because all of my students were able to meet this objective in the pre-assessment. Yes, none of my students missed this question, but it felt like I was not really teaching them anything new since they were all able to master this skill. I would want them to have to actually try and possibly struggle than it just coming easy to them.
Discuss at least TWO things to do differently in the future to improve students' performance. Be frank and thorough in your analysis.	
One thing I would do differently is incorporate more technology. Although the class is online and they are already on the computer, I wish I would've used other forms of technology besides Nearpod. I could have used other software for students to use in order to get more practice with the Short /ŭ/ words. Another thing I could've done differently would be to give students the opportunity to work with one another. I would've put my higher level students with my lower level students to help them to get a better understanding.	

C. Reflection on Unit and Implications for Teaching (limited to 1page)

Based on the teaching of the unit, student performance, and two detailed lessons, identify at least TWO aspects of your instruction that should be improved. Explain reasoning.	**What steps are you going to take to improve your teaching in these areas? Be specific.**
Aspect 1: Incorporate more technology	In order to incorporate more technology, I could talk with other remote teachers and see the different apps or softwares they are using. It would help students to keep engaged if I were to change up the technology instead of using the same thing every day. I could've also communicated with my students and see what technology they have used in the past that they really enjoyed. If I created a lesson knowing it was something they enjoyed then they would more engaged and excited to learn. It would also give them the opportunity to have a voice. I could also sign up for some workshops that show all the different technology that is available. This will help me to use the tools I need in order to become a successful teacher.
Aspect 2: Incorporate more cooperative learning	In order to incorporate more cooperative learning, I could look into workshops that show how to do small groups through the Teams app. I could also have another remote teacher show me how they are able to do small groups. I could also observe that remote teacher doing small groups with their class. Once I figured out how to use those tools, I could give the students the chance to pick their partners or groups. This will motivate them to work together since it is someone they picked and enjoy working with.

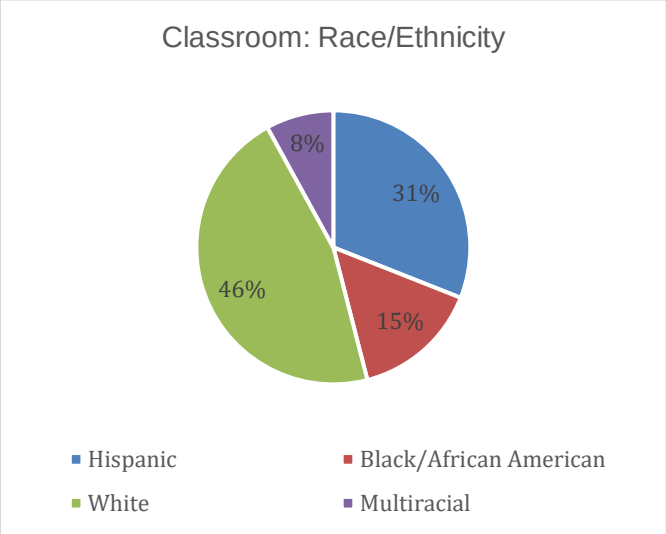
WICHITA STATE UNIVERSITY
COLLEGE OF APPLIED STUDIES

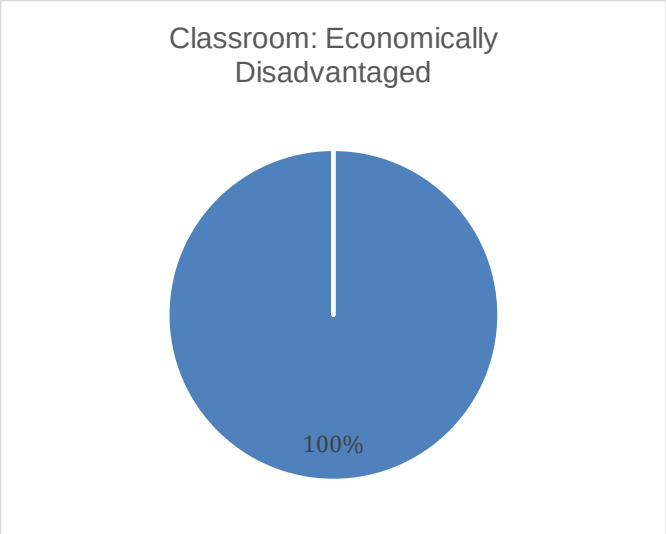
REFERENCES

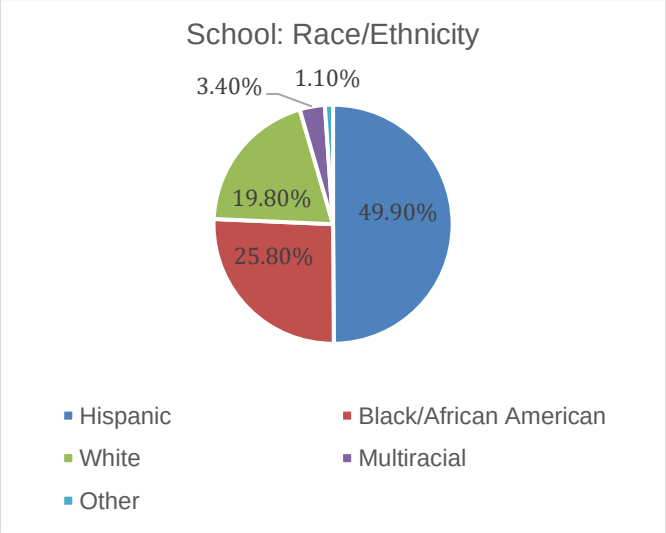
Use this section to list credible resources you cited in the text to inform and/or support your instructional decisions/rationale in this work sample.

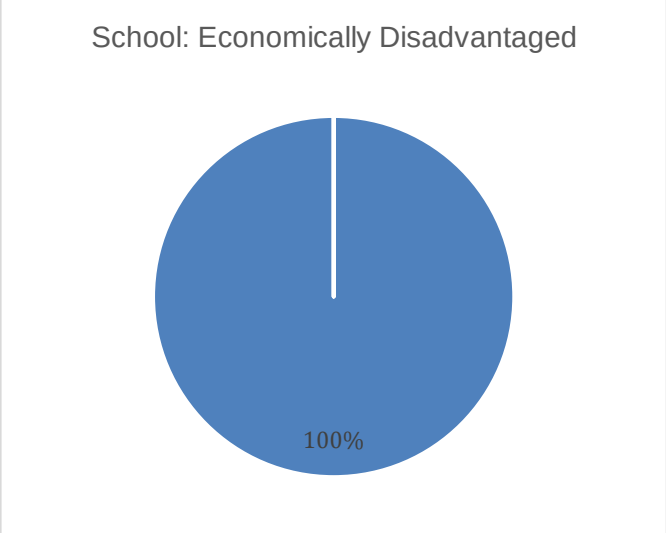
https://community.ksde.org/LinkClick.aspx?fileticket=g4s0HZxjYF4%3d&tabid=5559&mid=13575
https://edudata.fldoe.org/ReportCards/Schools.html?school=0000&district=52
https://edudata.fldoe.org/ReportCards/Schools.html?school=0371&district=52
https://www.niche.com/places-to-live/clearwater-pinellas-fl/

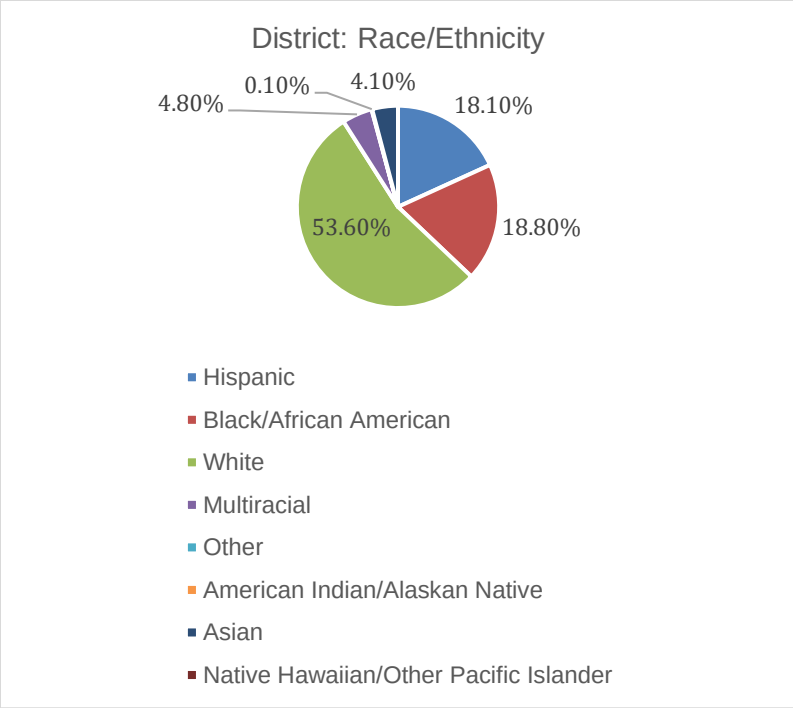
APPENDIX A Demographic Data for classroom, school, and district

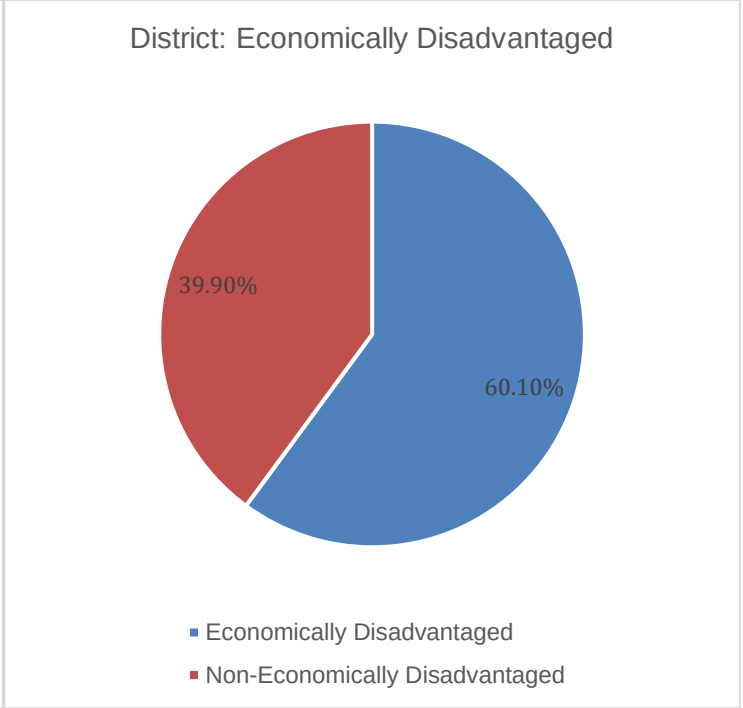












APPENDIX B Detailed Lesson Plans (2)

Wichita State University **Elementary Education Lesson Plan**

Name T79	**Grade**	**School:** **Methods Instructor:**
Title of Lesson Short /ŭ/ Day 1	**Date** September 21, 2020	**Content Area(s)** ELA
Student Standards (list by numbers here, attach full written) RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	**Content Objective(s)** The student will construct the given word by the teacher by completing the Nearpod lesson with 80% accuracy **Language Objective(s)**	

Key Vocabulary Sight words – Words that needs to be known by heart Blend – Putting two or more word parts together Short /ŭ/ - Saying the sound the letter "u" makes Phoneme – The sound a letter makes	**Teacher Materials** Document camera Whiteboard Dry erase marker Phonics Story **Student Materials** Whiteboard Dry erase marker Nearpod Lesson
Engaging the Learner Focus (ELF): TS: I am going to say a few words and I want to you to tell me what sound you hear the most. The words are bus, gum, and run. What sound do you hear the most? SS: /ŭ/ TS: Good job boys and girls! The sound we hear over and over is /ŭ/.	**In what way(s) will students understand the purpose and relevancy of the lesson? What will you say to them?** If we listen to the sounds we hear in words, it will help us to become better spellers. It will also help us sound out words we are having trouble with reading.
Instructional Sequence- Also include written directions for your 'transitions' to be used in appropriate sequence. TS: I am going to show you this video that will give you more examples of how we use the Short /ŭ/ in everyday words. TW: Play Jack Hartman video https://youtu.be/IF59Xs60uRM TS: As the video showed you, the Short /ŭ/ says the /ŭ/ sound. Just like in the words bus, gum, and run. Now	**Instruction includes:** __ Differentiation for diverse needs? __x Higher level thinking (Bloom): -highest level_**Application**_____ _x Problem solving/inquiry? __ Parental involvement? __ Safety issues addressed as needed? __ State Assessment Indicators:

boys and girls, I am going to say some words and I want you to try your best to spell the words based on the sounds you hear. TW: Give the words tub, hum, hop, run, bed, and bat for the students to spell TS: Now we will go over our blending lines for the week. When we blend, I want to hear every sound each letter makes. In other words, this can be called a phoneme. For example, when I say the word run, I am going to say rrrruuuunnn, run. TW: Do the blending lines with the whole class. TS: We are now going to practice our sight words for the week. Sight words are words we are going to see the most when we do our reading. These words we need to know by heart. Our sight words are not and play. TS: What are our sight words for this week boys and girls? TW: Call on students to say the sight words for this week. TS: The word I am going to use in a sentence first is not. That is <u>not</u> my cat. I want you to write not three times and spell it out as you write it. TW: Wait for the class to spell not three times TS: The next sentence I am going to say uses the word play. Come <u>play</u> with me. I want you to write play three times and spell it out as you write it. TW: Wait for the class to spell play three times. TS: Now we are going to read our phonics story for this week. The first time I am going to read it on my own. The second time I want you to repeat the sentence I just read back to me. TW: Read the phonics story to the class **Closure to lesson?** TS: What sound does the Short /ŭ/ make? SS: /ŭ/ TS: Good job boys and girls. We are going to go ahead and transition to our reading lesson. **How will you know what they learned (assessment)?** The pre-assessment will let me know what I need to focus on throughout the unit.	**Differentiation Tools/Strategies** **(list tools or strategies for scaffolding, modifying, and/or extending instruction)** There will be no differentiation for the subgroup because I want to see how their background knowledge compares to the rest of the class.

boys and girls, I am going to say some words and I want you to try your best to spell the words based on the sounds you hear. TW: Give the words tub, hum, hop, run, bed, and bat for the students to spell TS: Now we will go over our blending lines for the week. When we blend, I want to hear every sound each letter makes. In other words, this can be called a phoneme. For example, when I say the word run, I am going to say rrrruuuunnn, run. TW: Do the blending lines with the whole class. TS: We are now going to practice our sight words for the week. Sight words are words we are going to see the most when we do our reading. These words we need to know by heart. Our sight words are not and play. TS: What are our sight words for this week boys and girls? TW: Call on students to say the sight words for this week. TS: The word I am going to use in a sentence first is not. That is <u>not</u> my cat. I want you to write not three times and spell it out as you write it. TW: Wait for the class to spell not three times TS: The next sentence I am going to say uses the word play. Come <u>play</u> with me. I want you to write play three times and spell it out as you write it. TW: Wait for the class to spell play three times. TS: Now we are going to read our phonics story for this week. The first time I am going to read it on my own. The second time I want you to repeat the sentence I just read back to me. TW: Read the phonics story to the class **Closure to lesson?** TS: What sound does the Short /ŭ/ make? SS: /ŭ/ TS: Good job boys and girls. We are going to go ahead and transition to our reading lesson. **How will you know what they learned (assessment)?** The pre-assessment will let me know what I need to focus on throughout the unit.	**Differentiation Tools/Strategies** **(list tools or strategies for scaffolding, modifying, and/or extending instruction)** There will be no differentiation for the subgroup because I want to see how their background knowledge compares to the rest of the class.

Reflection **(What comes next? What would you do differently? What worked best?)**

Wichita State University **Elementary Education Lesson Plan**

Name T79	**Grade**	**School:** **Methods Instructor:**
Title of Lesson Short /ŭ/ Day 3	**Date** September 23, 2020	**Content Area(s)** ELA
Student Standards **(list by numbers here, attach full written)** RF.1.2.c Isolate and produce initial, medial vowel, and final phonemes in spoken single-syllable words.	**Content Objective(s)** The student will identify the number of sounds they hear in each word by completing the Nearpod lesson with 80% accuracy **Language Objective(s)**	
Key Vocabulary Sight words – Words that needs to be known by heart Blend – Putting two or more word parts together Short /ŭ/ - Saying the sound the letter "u" makes Phoneme – The sound a letter makes	**Teacher Materials** Document camera Whiteboard Dry erase marker Phonics Story **Student Materials** Whiteboard Dry erase marker Nearpod Lesson	
Engaging the Learner Focus (ELF): TS: If I have the word pug, I am going to blend the word like pppuuuuggg, pug. In the word cut, I would say cccuuuttt, cut. TS: Now I want another friend to try the word gum. TW: Call on a friend to blend the word gum.	**In what way(s) will students understand the purpose and relevancy of the lesson? What will you say to them?** If we listen to the sounds we hear in words, it will help us to become better spellers. It will also help us sound out words we are having trouble with reading.	

TS: Good job. Can I have another friend try the word hut? TW: Call on a friend to blend the word hut TS: Good job boys and girls.	

Instructional Sequence- Also include written directions for your 'transitions' to be used in appropriate sequence.

TS: Now boys and girls, I am going to blend some more words together and I want you to tell me how many sounds you hear in those words. Just like we did with the word pug, cut, and hut.
TW: Give the words up, jug, and nut so students can say how many sounds they hear in each.
TS: Good job counting how many sounds you heard in each word. Now we are going to go over our blending lines for this week.
TW: Do the blending lines with the class
TS: Now friends I am going to say a phrase and I want you to try and spell the words in the phrase as best as you can. The phrase is, "in the tub."
TW: Wait for the class to write the phrase in the Nearpod lesson.
TS: Now we are going to write our sight words for this week. Can someone tell me what our sight words this week are?
SS: Not and play
TS: Good job. Our sight words this week are not and play. The first word I am going to use in a sentence is not. I do <u>not</u> see you. All I want you to do is write the word not three times and spell it out as you write it.
TW: Wait for the class to write not three times
TS: Now I am going to use play in a sentence. The cat will <u>play</u> with the bug. All I want is for you to write play three times and spell it out as you write it.
TW: Wait for the class to write play three times.
TS: Now we are going to read our phonics story for this week. The first time I am going to read it on my own. The second time I want you to repeat the sentence I just read back to me.
TW: Read the phonics story to the class

Closure to lesson?

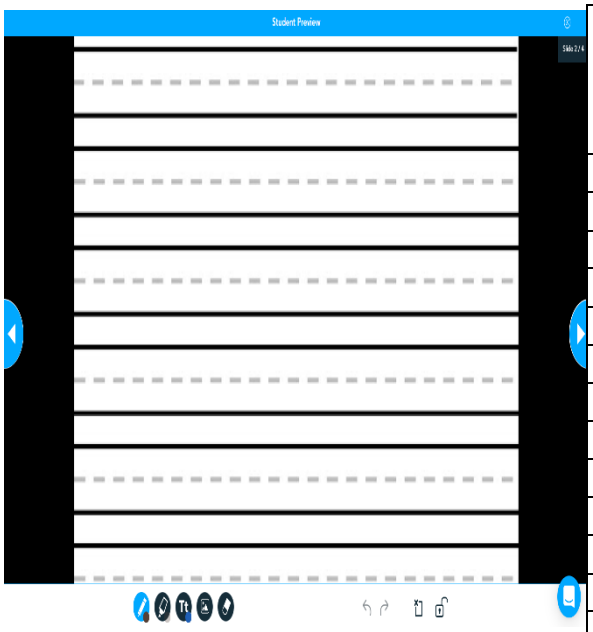
Instruction includes:
__x Differentiation for diverse needs?
__x Higher level thinking (Bloom): -highest level___**Knowledge**_____
__x Problem solving/inquiry?
__ Parental involvement?
__ Safety issues addressed as needed?
__ State Assessment Indicators:

Differentiation Tools/Strategies
(list tools or strategies for scaffolding, modifying, and/or extending instruction)

To meet the subgroup needs: I will speak clearly, slowly, and enunciate. I will also show a picture of a boy in a tub when it comes to writing the phrase as they hear it.

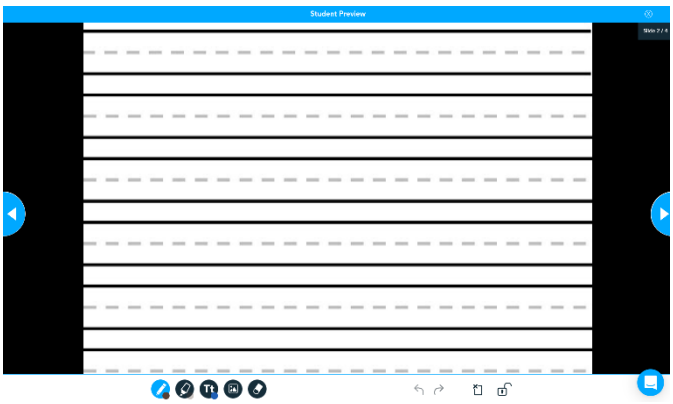
Just to get some extra practice in I want someone to blend the word hum. TW: Call on a student to blend the word hum. TS: Good job. We should use this strategy any time we are having trouble with a word when we are reading. **How will you know what they learned (assessment)?** I will know what they learned by looking over the Nearpod lesson and seeing if they were able to count the number of sounds they heard correctly.	
Reflection **(What comes next? What would you do differently? What worked best?)**	

APPENDIX C Assessments and Rubrics



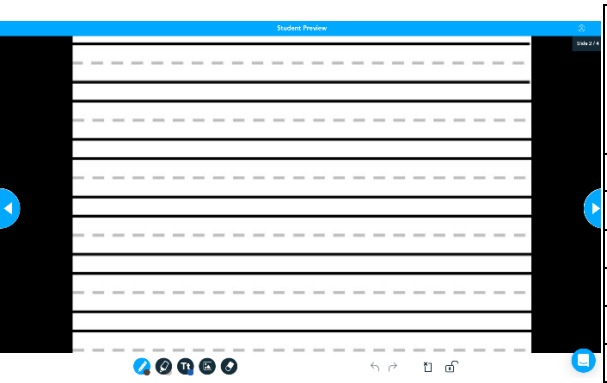
Student Number	Spelled "tub" correctly	Spelled "mug" correctly	Spelled "run" correctly	Spelled "hug" correctly	Spelled "bus" correctly	Correct number of sounds
1	X	X	X	X	X	✓
2	X	X	X	X	X	✓
3	X	X	X	X	X	✓
4	✓	✓	✓	✓	✓	✓
5	X	X	X	X	X	✓
6	X	X	X	X	X	✓
7	X	X	X	X	X	✓
8	X	X	X	X	X	✓
9	X	X	X	X	X	✓
10	✓	✓	✓	✓	✓	✓
11	✓	✓	✓	✓	✓	✓
12	X	X	X	X	X	✓
13	X	X	X	X	X	✓

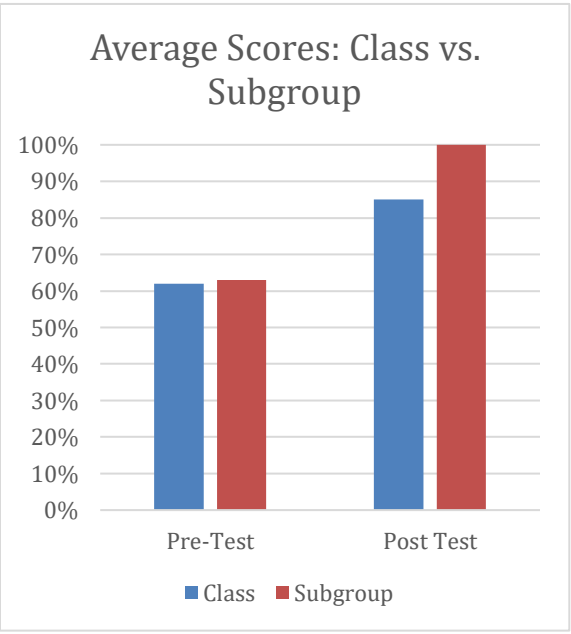
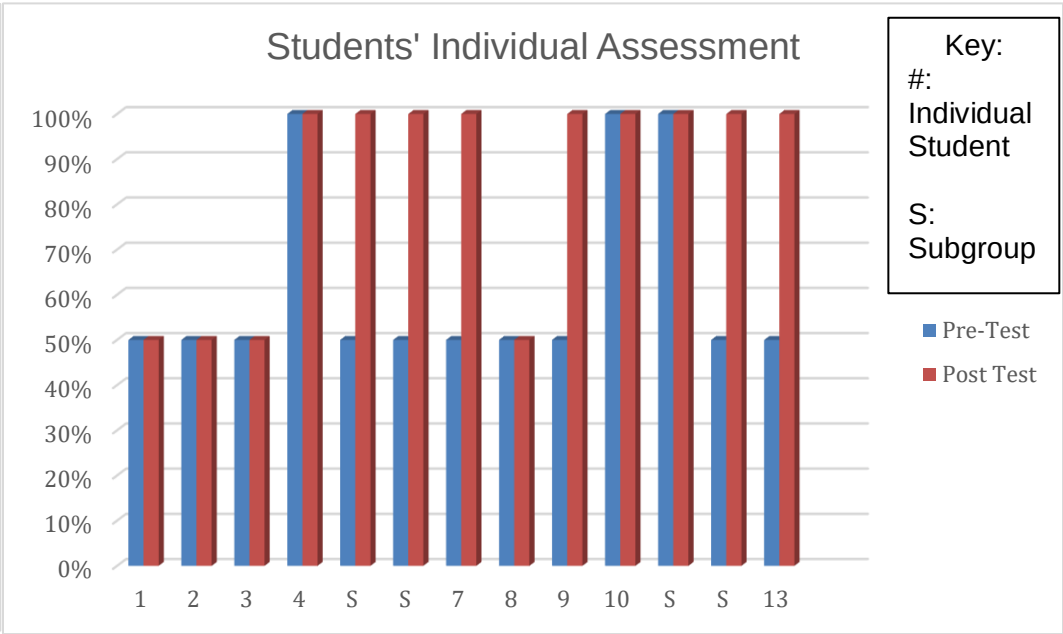
Pre-Assessment Nearpod



Student Number	Spelled "in" correctly	Spelled "the" correctly	Spelled "tub" correctly
1	✓	✓	✓
2	✓	✓	✓
3	✓	✓	✓
4	✓	✓	✓
5	✓	✓	✓
6	✓	✓	✓
7	✓	✓	✓
8	✓	✓	✓
9	✓	✓	✓
10	✓	✓	✓
11	✓	✓	✓
12	✓	✓	✓
13	✓	✓	✓

Formative Asessment Nearpod



Post Assessment Nearpod

Student Number	Spelled "tub" correctly	Spelled "mug" correctly	Spelled "run" correctly	Spelled "hug" correctly	Spelled "bus" correctly	Correct number of sounds
1	X	X	X	X	X	✓
2	X	X	X	X	X	✓
3	X	X	X	X	X	✓
4	✓	✓	✓	✓	✓	✓
5	✓	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	✓	✓
7	✓	✓	✓	✓	✓	✓
8	X	X	X	X	X	✓
9	✓	✓	✓	✓	✓	✓
10	✓	✓	✓	✓	✓	✓
11	✓	✓	✓	✓	✓	✓
12	✓	✓	✓	✓	✓	✓
13	✓	✓	✓	✓	✓	✓