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

Task 1 - Contextual Information and Learning Environment Factor.(a)9.6 441.35 7055 Tm [(C)-w 0 Topepep. 1 2aﬀA.

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 i the classroom. Include curricular and extracurricular interests, academic performance, class behavio

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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 W D U J S K R H O L N L V W O H O O W K H P R H O O V O O Z R U G V K D W K H D Q U H D X W L H Q J K R Û W R X 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

2	9/22	Objective 1 and Objective 2	First, I will start the lesson by modeling how to blend some S h o r t / / w o r d 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 S h o r t / / w o r d 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.	

			Objective 10.2	
5		9/25		

How does the unit demonstrate integration of knowledge/skills across <u>and</u> 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 <u>strategy</u>)	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

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.

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 S h o r t 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 S h o r t / / w o r d s, I j u and worked my way up. I would start by telling them how the Short / / i s s u p p o s hav ingt them say it w i t h m e. T h e b l e n d i n g l i n e s w e w e n t o v e r s o u n d w a s u s e d i n w o r d s. T h e p h o n i c s s t o r y t h a t

Task 4 - Self-Evaluation and Reflection

A. Description of Successful Objectives

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 c o u l d ' 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.

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.

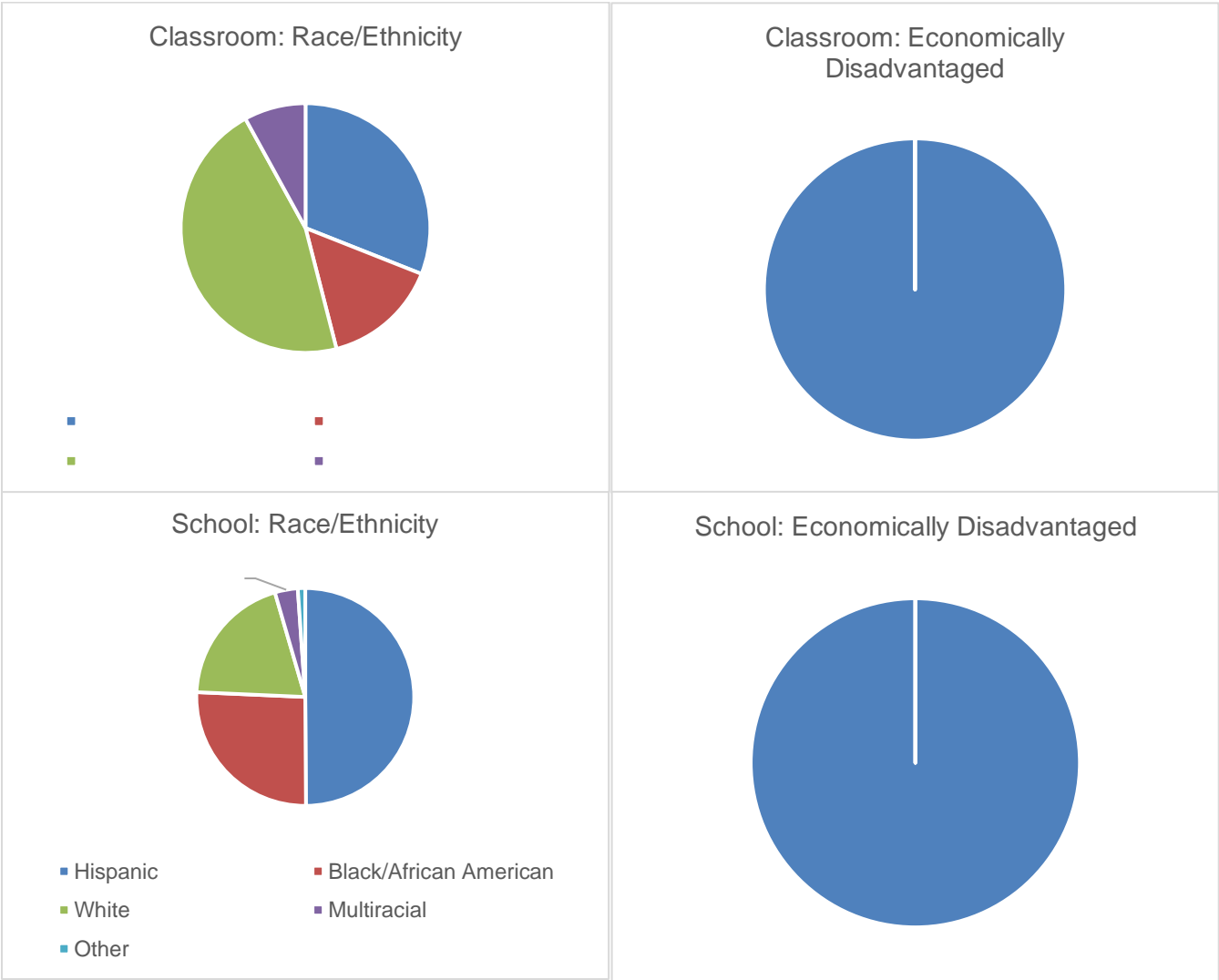https://community.ksde.org/LinkClick.aspx?fileticket=g4s0HZxjYF4%3d&tabid=5559&mid=13575

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APPENDIX A   Demographic Data for classroom, school, and district

Classroom: Race/Ethnicity

Classroom: Economically Disadvantaged

School: Race/Ethnicity

- Hispanic
- Black/African American
- White
- Multiracial
- Other

School: Economically Disadvantaged

APPENDIX B Detailed Lesson Plans (2)

Wichita State University   **Elementary Education Lesson Plan**

Name	Grade	School:
T79		**Methods Instructor:**
Title of Lesson		
Short / / Day 1		

Key Vocabulary	Teacher Materials
Sight words – Words that needs to be known by heart Blend – Putting two or more word parts together S h o r t Saying the sound the letter "u" makes Phoneme – The sound a letter makes	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? S S : / / TS: Good job boys and girls! The sound we hear over and over is / /.	**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-
to be used in appropriate sequence.

Instruction includes:

TS: I am going to show you this video that will give you more examples of how we use the Short / / in everyd words.
TW: Play Jack Hartman video
https://youtu.be/IF59Xs60uRM
TS: As the video showed you, the Short / / says the sound. Just like in the words bus, gum, and run. Now

	Differentiation Tools/Strategies (list tools or strategies for scaffolding, modifying, and/or extending instruction)
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 S h o r t make? / SS: / / 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.	There will be no differentiation for the subgroup because I want to see how their background knowledge compares to the rest of the class.

	Differentiation Tools/Strategies (list tools or strategies for scaffolding, modifying, and/or extending instruction)
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 S h o r t make? / / SS: / / 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.	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?)

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- 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	**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:

Closure to lesson?

Wichita State University

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						