

Candidate's Name: Eleanor Bennett Course Prefix/Number/Section: SPE 739

Date: 9/5/19 Subject: Itinerant Grade Level: 7th Duration: 45 mins

Lesson Topic: Listening Comprehension & Writing

1. Big Idea(s) and Related Essential Question(s):
 - What key points should we remember when summarizing?
 - How to summarize a short story – based off rubric.
2. Instructional Objectives
 - JG will be able to ask for clarification when needed.
 - JG will be able to write a summary of a short story at least three paragraphs long.
3. Related Academic Standards: Common Core and/or PA Standards
 - IEP Goal: Given a short story read to him, JG will listen to the story and compose a writing sample summarizing the story, obtaining an average score of 80% (16 out of 20 possible points on writing rubric provided) in the area of Organization and Conventions; on 2 out of 3 evaluations.
 - CC.1.2.7.F: Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.
 - CC.1.3.7.A Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
 - CC.1.4.7.F: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
4. Vocabulary
 - Inference – an educated guess (based on the information provided and comparing it with background knowledge)
 - Sequential – what order something happened
 - Rehabilitation – to make someone or something back to original health / condition
 - Fledgling – a bird with feathers that hops on the ground
 - Nestling – a bird without feathers that should be in a nest.
 - “Correct Use of Organization” – Use of transition words; clear sequencing of events with a clear beginning, middle, and end,
5. Materials/Resources
 - Paper
 - Pencil and colored pens
 - Wildlife Rescue short story (Appendix A)
 - Teacher made rubric (Appendix B)

- ***Possible inclusion of technology involves showing a short story clip on YouTube. This allows the students to observe the story along with hearing it, allowing more connection of context clues. May not be appropriate for JG as his IEP goal does not mention visuals – only a story being read to him.
- ***Another option is to just have the YouTube story play without visuals. This allows JG to listen to different voices and intonations for listening comprehension samples and activities. I would still be able to pause and answer questions if needed.

6. Instructional Procedures

- Review (5 mins)
 - Good morning! Introduce myself again. Explain that Mrs. Hayward and I will be switching. I will be working with JG and Mrs. H is observing
- Introduction to New Lesson
 - Tell JG the plans for the session: teacher will read a short story aloud, JG will then write a summary of the story, JG will review and look for errors.
- Developmental Activities (35 mins)
 - Teacher will read the sort story “Wildlife Recuse” out loud.
 - Teacher will remind JG to stop and ask for clarification if there’s anything he doesn’t understand.
 - After listening to the reading, JG will write a summary explaining what happened – specifically focusing on the sequential aspects of the story.
 - When finished, TG and the teacher will have a competition of review
 - TG will review his writing first. TG will read his writing aloud and will point to the word as he reads when reviewing it. Corrections will be made in a different color.
 - TG will receive one “point” for every correction he makes
 - The teacher will then find all remaining corrections. Teacher will also receive points for each correction. The person with the most corrections wins.
- Assessment, Closing, and Review (5 mins)
 - TG will read his summary aloud with the corrections made.

7. Addressing Learners’ Diverse Needs

- Accommodations and adaptations (IEPs, 504 Plans, at-risk students)
 - JG is a hard of hearing student who prefers to use listening and spoken language.
 - JG will work one-on-one with a hearing support teacher in a quiet room.
 - JG and the hearing support teacher will sit close to one another, preferably sitting across from one another.
 - Teacher will wear JG’s FM system during the instruction period.
 - Teacher will explain / teach explicitly whatever JG doesn’t understand in the reading segment.

- ****In a classroom setting, these accommodations should be met:**
 - Sit close to the front of the room and teacher
 - Since JG's hearing is bilateral, there is not preference to which side of the room he should sit.
 - JG should not be seated near any noises including: AC units, hallways, doors, windows, etc.
 - Teacher should always wear and use JG's FM system – mute when necessary but remember to turn back on.
 - JG has difficulty hearing word endings; JG may request for things to be repeated. If this happens, rephrase as much as possible.
 - Do not use yes/no questions to check for comprehension.
 - Language adjustments made for specific ELP levels (include ELP level and PA ELP Standard/s)
 - N/A
 - Challenges for advanced learners
 - N/A
8. Informal / Formal Assessment
- Informal Assessment: Make note of which words / phrases / idioms JG needs to be taught when reading the short story.
 - Formal Assessment: Use the writing rubric for the student and grade his writing sample after given a chance for review. Use this as a progress monitoring assessment. (Appendix B)
 - Data Analysis: After finding errors, the teacher will review the work using the teacher made rubric. (Appendix C)
9. Reflection on Planning/Instruction; Data Analysis and Plan for Re-teaching (as applicable)
- Reflection
 - I think the lesson went well. JG was focused and interested in the story. Although I told him to stop me anytime he had a question during the reading, I read the whole thing straight without any requests to stop. After the reading, I asked if e had any questions. He said only one part didn't make sense to him. I reminded him again to tell me *during* the reading to ask for clarification. I reminded him that it might affect his comprehension and understanding of the rest of the reading if he didn't.
 - While it was not part of the lesson plan, I did think it was important to review the rubric his writing sample would be graded on before he wrote. This allowed him a chance to remember what good writing included, especially as this was his first writing sample of the year.
 - After the writing sample JG was allowed to go back and make corrections. (Appendix D) I suggested he read the story aloud and make the corrections. He did in the beginning but continued through without reading. When he was finished, it was my turn. I read the story out loud

and JG followed with me. He noticed when there was an error and we made corrections together.

- When grading the writing sample, I asked JG what he thought he should be given for each section. When he suggested a grade I didn't think was appropriate, we discussed his reasonings. JG understood why he was given his final grade and was able to see which areas (missing articles and missing word endings) he needed most help in.
- Data Analysis
 - JG ended up getting a 15/20. (Appendix E) He needs a 16/20 to count towards his IEP goal. We will continue to work on reading and correcting reading segments for practice. He will be tested and evaluated again every other week.
 - This is an improvement from his previous writing sample score from last year where he was averaging 13-14/20.
- Re-Teach Ideas
 - Since I will need to do a similar lesson with JG soon, I would really encourage him to stop and ask questions when he doesn't understand something. Luckily, this time the part that confused him did not impact his understanding, but it might in the future.
 - If he stops reading out loud when correcting his writing, I would remind him again / prompt him to keep going. He has a habit of reading out loud what he meant to write instead of what he actually did. When he noticed there is a discrepancy between the two, he was able to make the changes.
 - In order to allow JG to practice typing, I may alternate handwritten assignments and typed ones. I would need to find a way to turn off suggestions and corrections in word.

Appendix B – Writing Sample Rubric

| Area | Beginning 1 | Developing 2 | Accomplished 3 | Excellent 4 | Score |
|---|--|--|---|---|------------|
| Correct use of Capital letters | Correct capital letters are never used | Correct Capital letters are used less than half the time | Correct Capitals are used most of the time | Correct capitals are used all of the time (1-2 errors is allowed) | |
| Correct use of punctuation | Correct punctuation is never used | Correct punctuation is used less than half the time | Correct punctuation is used most of the time | Correct punctuation is used all of the time (1-2 errors allowed) | |
| Writer uses complete sentences | No complete sentences are used | Complete sentences are used less than half the time | Complete sentences are used most of the time. | Complete sentences are used all of the time. (1- 2 Errors allowed) | |
| Writer uses correct grammar (uses correct verb tense and without missing words) | correct grammar with correct verb ends and plurals; without missing words ,occurs most of the time | correct grammar with correct verb endings and plurals; without missing words occur less than half of the time. | correct grammar with correct verb endings and plurals; without missing words occurs most of the time. | Correct grammar with correct verb endings and plurals without missing words occurs ALL of the time (1-2 errors) | |
| Correct use of Organization | Use of transition words and sequencing of events, with a clear beginning middle and end is Not evident | Use of transition words and sequencing of events, with a clear beginning middle and end occurs less than half the time | Use of transition words and sequencing of events, with a clear beginning middle and end occurs most of the time | Use of transition words and sequencing of events, with a clear beginning middle and end occurs all of the time (1 – 2 errors allowed) | |
| | | | | | Score: /20 |

Appendix D – JG Writing Sample

J | B
7/11

B 15/20

There was a kid name Umberto ^{he was} walking and he thought ^{he saw} something. He wondered ^{if} it was a frog or a mouse. But it was a baby bird, he thought ^{it} was injured. So he called ^{the} animal exhibit center. The people who worked there said, "If it ^{doesn't} have feathers it's a baby. If ^{it} has feathers it's a fledgling." Umberto said "Can I pick it up?" The person said "It ^{doesn't} have good sense to." ^{The} worker explained the steps of the home. She gave ^{him} ideas. First, ^{he} watched the bird ~~out~~ for a couple hours. If ~~the~~ parents ^{do} not come, ~~we~~ get a basket ^{and} fill it with dry ~~x~~ leaves. So Umberto found the nest, ^{he} got his dad ^{and} ladder and put it against the tree and put the bird in. So Umberto headed out and went to ^{the} park.

birds

| | |
|-----------|------------------------|
| Umberto | missing words |
| exhibit | 20 |
| fledgling | word endings |
| explained | 6 |
| against | Capitals + punctuation |
| | 4 |

