Candidate's Name: __Eleanor Bennett____   Course Prefix/Number/Section: _SPE 739_____

Date: _10/09/19_   Subject: __Itinerant_   Grade Level: ____K___   Duration: _30 mins_

Lesson Topic: Prepositions_____

1. Big Idea(s) and Related Essential Question(s):
   - What words can I use to describe where something is located?
   - What is a preposition?
   - What are the opposites of these words? (Words listed later)

2. Instructional Objectives
   - KW will be able to correctly identify where an object is.
   - KW will be able to correctly identify the opposite of where an object is.

3. Related Academic Standards: Common Core and/or PA Standards
   - IEP Goal: Given 10 randomly selected language concepts pictures, selected from a pool of 60, Kennedy will identify the correct picture that goes with the concept when presented in a field of pictures presented in spoken English with 80% accuracy on 3 consecutive monthly evaluations.
   - IEP Goal: Given 10 randomly selected language concepts pictures, selected from a pool of 60, Kennedy will label concept presented in spoken English with 80% accuracy on 3 consecutive monthly evaluations.
   - PA Kindergarten Readiness Checklist: Understands words such as "top" and "bottom" and "big" and "little"

4. Vocabulary
   - Preposition – a word that tells a location of an object
   - On, off
   - Top, bottom
   - Under, by, next to
   - In front of, behind, between

5. Materials/Resources
   - Laptop / iPad
   - Manipulators (small toys she can use)
   - School Ready Concept Cards (attached)
   - Speaking Data Chart (Appendix A)
   - Identifying Data Chart (Appendix B)

6. Instructional Procedures
   - Review (5 mins)
     o Good morning! Ask KW how her weekend was and quick update if she is having any difficulties in class / with teachers.
   - Introduction to New Lesson

- o Tell KW the plans for the session: Going to review the two songs we learned last week, going to practice putting things in the write place, and then play a little matching game!
- Developmental Activities (20 mins)
  - o Teacher will have KW listen and watch the two YouTube videos about preposition.
    - When watching, teacher will pause the video to give KW time to answer where the spider, boat, can, etc is.
    - On, In, Under, By: https://www.youtube.com/watch?v=DHb4-CCif7U
    - In Front of, Behind, Between: https://www.youtube.com/watch?v=xERTESWbqhU
  - o After watching the videos, KW will practice putting and identifying objects in specific locations.
    - Teacher will give KW an object and ask her to put it somewhere
      - o "Put the dog between the house and the tent"
      - o "Put the dog on the house"
    - Teacher will then put the dog somewhere and KW will need to identify where is the dog
    - Finally, KW will be able to play the teacher role. She will need to ask nicely to…
      - o "Put the dog in the tent"
      - o "Put the dog in front of the tent"
- Assessment, Closing, and Review (5 mins)
  - o When finished, teacher will test KW on the 10 randomly selected school ready concepts from a pool of 60. (attached)

7. Addressing Learners' Diverse Needs
   - Accommodations and adaptations (IEPs, 504 Plans, at-risk students)
     - o KW is a hard of hearing student who prefers to use listening and spoken language.
     - o KW will work one-on-one with a hearing support teacher in a quiet room.
     - o KW and the hearing support teacher will sit close to one another, preferably sitting across from one another.
     - o Teacher will wear KW's FM system during the instruction period.
     - o Teacher will explain / teach explicitly / model whatever concepts KW doesn't understand
     - o KW uses hearing aids in both ears.

     - o **In a classroom setting, these accommodations should be met:
       - Sit close to the front of the room and teacher
       - Since KW's hearing is bilateral, there is not preference to which side of the room he should sit.
       - KW should not be seated near any noises including: AC units, hallways, doors, windows, etc.

- Teacher should always wear and use KW's FM system – mute when necessary but remember to turn back on.
- KW has difficulty hearing word endings; KW 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.
- KW is a kindergartner and likes to nod even when she doesn't completely understand / comprehend. It's important to do regular comprehension checks.

- 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 preposition words KW is having difficulty remembering / saying.
   - Formal Assessment: Given 10 randomly selected school ready concepts from a pool of 60, KW will be able to identify them with 80% accuracy.
   - Formal Assessment: Given 10 randomly selected school ready concepts from a pool of 60, KW will be able to label them with 80% accuracy.
   - Data Analysis: Teacher will use pre-assessment and post assessment data to determine the effectiveness of the lesson. (Assessing KW's knowledge of prepositions and then assessing after the lesson.) Additionally, KW's answers for both formal assessments will be recorded for her baseline for monthly assessments.

9. Reflection on Planning/Instruction; Data Analysis and Plan for Re-teaching (as applicable)
   - <u>Reflect</u>
     - KW's teacher is going on maternity leave. The new kindergarten teacher was present and needed to be instructed on how to use the FM system, when not to wear it, trouble shooting techniques, and tips on teaching a deaf / hard-of-hearing student. Luckily, the teacher used a similar system during her own student teaching period and knew most of the information. The consult took about 10 mins of the session.
     - KW was very happy to listen to the songs and picked up quickly on the vocabulary and knowledge of when to use it.
     - Since some of the words begin with "be" KW started to generalize its use – between, behind, and between. KW started saying "befront of" instead of "in front of".
     - Tried to model the correct usage. When I realized she wasn't picking it up, I needed to address it directly – ended up using the models and having her say "in front of" and "behind" multiple times while putting the dog in the correct place. Made a game to see how fast we could say the words.

- At the end of the lesson, KW was definitely having trouble with the assessment. Since there is a large pool of concepts and we haven't gone over them all yet, she did not do very well. KW has a tendency to distract or go off track if she thinks the work is too hard / doesn't know the correct information. Tried to alternate the random picks with ones she would know with ones she doesn't to limit the behaviors.
- Data Analysis
  - KW only correctly answered 10 randomly chosen concepts with 20% accuracy. (Appendix C)
  - Due to time constraints, KW was unable to be assessed on the second IEP goal.
- Re-Teaching Ideas
  - Since I will need to work with KW on these concepts in the future, I know I will need to work on her generalization of "be".
  - I have realized that KW does not like to work on things she does not know. In a future lesson plan, I will need to alternate easier tasks with more difficult ones to keep her attention.
  - KW would probably benefit from hearing the songs again as well – she loved the visuals, dance, and song.
  - Additionally, I think the lesson plan would have gone well and have been able to complete it in its entirety if the teacher did not need to be consulted. With the time constraints we have with the caseload, it was necessary to show her then.

Appendix

Appendix A – Speaking Data Chart

Goal 3: Given 10 randomly selected language concepts pictures, selected from a pool of 60, Kennedy will label concept presented in spoken English with 80% accuracy on 3 consecutive monthly evaluations.

	Date:	Date:	Date:	Date:	Date:
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
	Score:	Score:	Score:	Score:	Score:

Appendix B – Identifying Data Chart

Goal 2: Given 10 randomly selected language concepts pictures, selected from a pool of 60, Kennedy will identify the correct picture that goes with the concept when presented in a field of pictures presented in spoken English with 80% accuracy on 3 consecutive monthly evaluations.

	Date:	Date:	Date:	Date:	Date:
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
	Score:	Score:	Score:	Score:	Score:

Appendix C – Speaking Data Chart

Goal 3: Given 10 randomly selected language concepts pictures, selected from a po[...]
Kennedy will label concept presented in spoken English with 80% accuracy on 3 c[...]
monthly evaluations.

	Date:		Date:	Date:	Date:
1.	soft	=	—		
2.	hard				
3.	deep	+			
4.	shallow	—			
5.	around	—			
6.	throu	—			
7.	wood	+			
8.	glass	—			
9.	metal	—			
10.	Same	—			
	Score:		Score:	Score:	Score:

different —

	Date:	Date:	Date:	Date:
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
	Score:	Score:	Score:	Score: