

Lesson Planning

You must refer to the Danielson Rubric for completing your lesson plan. Only answering the questions in PAETEP will not meet a proficient rating.

Lesson Plan Sample

The sample lesson plans are examples of lesson plans that meet a proficient rating.

Elementary Sample

1a. Demonstrating Knowledge of Content and Pedagogy:

Demonstration Knowledge of Content and Pedagogy:

When I am designing lessons for my classroom, I do so with the prerequisite learning and concepts required in mind. I work to correlate our curriculum and standards with the individual needs of my students. I start my lessons with the end in mind. I have my objectives on the board, with a picture cue for non-readers. I plan ahead for possible student misconceptions and also differentiate "on my toes." While I'm teaching, I am informally assessing my students and adjusting as necessary. I check that what I'm teaching is both developmentally and cognitively appropriate for each student, and if it is not, I make adaptations, accommodations, or modifications, and I use supplemental resources when needed. I work to make lessons engaging, authentic, and relevant for my students. I use multi-sensory learning experiences and technology to engage multiple modalities for learning and also because it is a research-based strategy for teaching students who have dyslexia. I start the school year by collecting baseline data and collaborating with colleagues to determine the best interventions for each student. I progress monitor students and utilize assessments throughout the year to track progress and determine the effectiveness of each intervention, changing programs as needed. I use assessments to drive instruction, whether performance-based, paper-based, or even simple "thumbs-up/thumbs-down" or conversation with students. I use multiple assessment data to build students' IEPs, entering it into Present Levels, using it to create Goals/Objectives, and building SDI that will help in creating effective learning experiences across areas.

Concepts to be Taught and Prerequisite Learning Required:

For this lesson, I will be building upon previously taught decoding skills in the Reading Mastery supplemental intervention program. I will also be using language included in the DVOG curriculum, which students use in their homerooms. I will also work on students' phonemic awareness skills, particularly that of phoneme segmentation, which is crucially important for decoding and encoding. I will be teaching students to "sound out" (decode) words and to "read the fast way" (blend) words, per the *Reading Mastery* procedure, so I will have the students practice this skill orally, to ensure that they have the review needed to then read and blend the words this way. I will teach them to read words in context, at the sentence level, and to re-read for meaning (comprehension). For students who are already comfortable with these skills, I will provide prompting for reading with more focuses of fluency (i.e., accuracy, rate, expression, punctuation, expression). Students also need to have the ability to read connected text in a book, so I will provide trackers and will assist them in moving their trackers as needed. I will review classroom expectations and remind students how to "follow along" and "read in their heads." If time allows, I will reinforce students' weekly grammar skill, adverbs. Students need to have mastered the concept of nouns, which I am confident they have retained as a result of pre-assessment. They also need a solid understanding of verbs prior to the introduction of adverbs. At the start of the week, I noticed that students did not remember what a verb was (last year's skill), so I adjusted my instruction accordingly and re-taught verbs.

1b. Demonstrating Knowledge of Students:

Demonstrating Knowledge of Students:

Understanding how my students learn-- with attention to their skills, backgrounds, language proficiency, interests, and needs-- is vital to helping each student succeed. I work to keep students engaged and excited to learn, implementing their interests and strengths, and helping them work through their needs. I consider how my class works as individual students, as a whole group, and in pairs. Differentiating instruction is incredibly important in our classroom. I avoid boxing students into

one specific type of style or utilizing a one-size-fits all accommodation and instead use multiple modalities and taxonomies for the cognitive and affective domains. I am finding my students are really engaged when we use multi-sensory approaches and "Whole Brain Teaching" techniques that combine movement and gestures with language. This helps with behavior management, maintaining attention, and skill retention.

Characterize the class:

Throughout my day, I have several vastly different classes. In the morning, I work with K-2 students in the resource room setting, to help them succeed both academically and socially/behaviorally. I also help to support students in inclusion, supporting their learning outside of my classroom. In the afternoon, I help students in grades 3-5, some who have IEPs and learning disabilities and others who need additional reading support. Because of how differently each class is characterized, my approach varies from class to class. During my observation, I will be working with my first grade ELA resource room group, which has three boys who need support with reading and written expression. Each student has an IEP and receives Specially Designed Instruction.

Student A: One student has a primary classification of Specific Learning Disability in the areas of Reading, Mathematics, and Written Expression, as well as diagnoses from a private neurologist of Unspecified Encephalopathy, Developmental Disorder of Scholastic Skills, Childhood Anxiety, and ADHD, combined type. He began taking medication to manage his ADHD symptoms but discontinued taking it a few weeks into the school year due to side effects. He has made rapid growth this year. He is able to read connected text and tends to work at a faster pace than the other students in this group. He has gained much confidence throughout the year and seems very proud of himself in the small group setting. He has excellent manners and helps other students. He needs a lot of movement and some social cueing, as he often takes a leadership position. This sometimes causes the other student in the group to feel jealous, so I have been working with both boys in this area. He has since become more encouraging toward his peers. He continues to need reminders to raise his hand and to help him manage his impulsiveness. He is incredibly caring and fun-loving.

Student B: This student recently joined my resource room group and was newly identified with a primary classification of Specific Learning Disability in the areas of Reading, Written Expression and Mathematics. He also receives Occupational Therapy services for fine motor needs. I work with his older brother at the elementary school and have been able to learn a lot about his home life. Their parents recently separated and their father moved out of state. They stayed with family for a short time and then moved homes. At home, both boys report that they engage in some sibling disagreements, which sometimes affects the younger student's mood. In school his moods sometimes vary from "silliness," with some minor attention-seeking behaviors, to appearing sad at times. We continue to work on helping him with his impulsiveness and also providing plenty of positive attention and check-ins. He responds very well to humor, specific praise, and encouragement. He has a great sense of humor and is eager to please his teachers.

Student C: This student has a primary classification of Specific Learning Disability (SLD) in the areas of Reading, Mathematics, and Written Expression, and a secondary classification of Other Health Impairment (OHI) for ADHD. His mother reported that he was born with a medical condition that may over time lead to hearing loss and possible visual impairments. His speech has been affected by his hearing, and his reading and spelling have been affected both his hearing and his speech. For example, he sometimes will write or say "f" for "th," as that is what he hears and says. He frequently needs his ears cleaned and needs visual cues with verbal cues. I often ask him to "watch my mouth" and have used mirrors and cards with tongue/mouth positions to help him as he learned new sounds and during alphabet work. His phonemic awareness significantly affected his learning at the start of the year. He was unable to blend together sounds to make words, did not know the names or sounds of all his letters, and as a result, he really struggled with early reading skills. He wrote with symbols and random

words from his environment but was not using many letters as he was writing. I spent the beginning of the year exposing him to fun phonemic awareness activities and orally preparing him to read. I also helped him to master his letter names and sounds, while reading aloud to him often, to prepare him with the tools he would need to read. Prior to asking him to read, I would have him orally practice blending sounds in words, then provide sounds to letters in isolation, and finally connect letters to sounds to printed words. He is now able to see and decode a word, especially when it is a word that he is able to blend orally. Once this phonemic awareness piece "clicked" for him, his reading took off. He also receives additional reading time later in his day, which has also helped him. He is now beginning to read at the sentence level and writing with letter-sound correspondence and invented spelling. He is becoming much more confident with his reading. Since the first student joined our group, he has started comparing himself to this student. I continue to provide him with opportunities to "shine" and to build his confidence and also positively reinforce when the students encourage one another. I also try to increase wait time and ask students not to read a word until I touch it so that he has time to decode it when other students may be able to read it with automaticity. This student is a great kid who has a big heart.

1c. Selecting Instructional Outcomes:

Selecting Instructional Outcomes

I do not believe in a "one size fits all" approach to education and instead try to ensure that my learning outcomes are based on students' needs. I aim to make them clear, attainable, suitable, and appropriate for all students and abilities. I post objectives on the board, with picture cues for early readers, so that students know exactly what they will be learning and can use it for reference at any time throughout the week. Because my students have varying skills and needs, I adjust learning outcomes as needed and teach within students' zones of proximal development. I provide scaffolding and am always striving to move my students away from learned helplessness and toward independence and autonomy. I have my students recite our motto, "We've got this" and "We can do hard things" when we encounter something challenging and have them "try first and then ask me if you still need help." Students are aware of daily expectations. I try to keep students involved in the learning process by having them help track their progress monitoring scores and by brainstorming ways they will work to "beat their records" next time. We check in with one another often.

What I want the students to learn during this lesson:

During this lesson, I want students to be able to decode words in isolation and in context, using the "fast way" and by "sounding it out" (cue words used in *Reading Mastery*), while reviewing skills learned throughout their DVOG classroom lessons. I would like them to apply these skills to reading connected text. I will guide their comprehension through questioning strategies to have them answer both explicit and implicit comprehension questions. I would like them to demonstrate improved phonemic awareness from their beginning of year baselines by providing sounds in words. If time allows, I would like them to describe/name an adverb, or alternately, describe/name a verb, if they do not have the prerequisite learning required for an adverb. Additionally, I want them to gain confidence toward literacy, demonstrate autonomy and independence, and to work cooperatively as a team to accomplish a task.

1d. Demonstrating Knowledge of Resources:

Demonstrating Knowledge of Resources:

I think that having knowledge of resources is a very helpful tool in meeting the diverse needs in the classroom. Working in both special education and Title 1 reading has been incredibly helpful for me in developing this area. Working in both the primary and elementary schools helps me to see what types

of resources the students have encountered or will access in the future. Sharing a classroom with an experienced special educator is also a helpful resource. I also collaborate with our reading specialists. Our district has supplemental materials available to help meet students' needs during their Core and Tier time. I have access to a SMARTBoard and iPad for instruction and practice. Our reading series is available online and has many interactive activities, worksheets in digital format, and it reads aloud text while highlighting each word, which keeps students interested, involved, and actively engaged in their learning. I use supplemental materials and resources from colleagues, workbooks, print materials, hands-on/manipulatives, the internet, video clips, songs, games, and interactive websites, to teach or reteach concepts. I receive publications from teaching sources, am a member of online teacher groups, and follow educational social media sources, such as Pinterest boards and blogs related to the areas that I teach. I participate in professional development to stay current in the field and to gain new ideas that can help my students. I follow educational speakers and writers like Rick Lavoie, Ron Clark, Chris Biffle and Larry Bell, Leslie E. Packer, Sheryl K. Pruitt, Julia Cook, Dawn Huebner, Trudy Ludwig, Angela Watson, Sean Covey, and more. I feel comfortable seeking help from peers and administration. I use all of these resources to find the best matches for the specific needs of my students.

What resources were considered and rejected for this lesson, and what resources will be used:

I considered jumping right into the *Reading Mastery* lesson without first completing a phonemic awareness activity; however, I found at the start of the year that some of the students in my group had trouble blending words. They could, for example, provide the sounds in a word (e.g., /h/ /i/ /t/) but could not then blend it to make the word "hit." Completing this activity orally first helps students build the phonemic awareness skills needed to succeed in the *Reading Mastery* lessons. Next, I considered our core curriculum's adapted version, *Wonder Works* for our students' readers, but after finding the readability to be higher than my students' instructional levels and collaborating with other teachers on the team, we decided to use the *Reading Mastery* series instead, with exposure to some of the core stories and grammar skills. For grammar, I considered using the worksheets provided with our curriculum; however, students have a tough time reading the worksheet and did not have the prerequisite learning required (i.e., verbs), so I adjusted the lesson a bit and sought some outside resources through Pinterest to help teach verbs throughout the week. Later in the week, I may use the district worksheets, read aloud and adapted as needed, for students who are able to use them.

1e: Designing Coherent Instruction:

Designing Coherent Instruction:

I plan ahead in designing instruction that is as coherent as possible with appropriate fluidity for my students. I work to make my verbal teaching concise and relevant. I vary learning activities so that students experience whole group, cooperative, and independent activities. I consider prerequisite skills and build sequentially on foundational skills. Having previously taught in a K-5 classroom and having taught at both at the primary and the elementary level has been especially helpful for me in this area, because I'm able to see how skills build up across grade levels, and I have resources and strategies for breaking complicated information down into its more basic components. For example, I have taught *Reading Mastery at Level 1 A* all the way through Level 2 B at the primary school and *Corrective Reading* at the elementary school, so I am able to see the skills that are needed at the foundational level and also plan ahead and see how the language is used to prepare students for the higher levels. I can also simplify a concept that might be too challenging for a student, knowing how the content was presented in an earlier version. I work to engage all students through relevant activities and projects that link SDI and standards. I work to present differentiated lessons with varied learning arrangements based

on students' skill levels. I make sure that students are engaged in activities with educational value and higher order thinking. I work to keep students involved in this process.

Steps of the lesson:

1. Phoneme Segmentation Bunny Hop: Using examples from the "Chipper Chat" book, students will open an egg to reveal a word. We will say the word, finger-tap it, and students will hop and say each sound in the word. We will then "bunny blend" it to repeat the whole word.
2. *Reading Mastery* lesson: Follow scripting, tying in DVOG language for review and phrases to increase engagement, to deliver lesson. Note common sight words/DVOG "red words" in our reading
3. Apply skills to read connected text - Read decodable readers
4. Grammar Rabbits: Review verbs by having students act out/provide examples of action verbs "that Easter bunnies can do." Possible extension: For exposure to adverbs and challenge for students who mastered concept of verbs, have students draw a HOW/WHEN/WHERE card to add to these actions.

1f: Designing Student Assessments:

Designing Student Assessments:

I link my assessment procedures with my instructional outcomes, using my assessment to drive my instruction. I use my students' IEP goals and district curricula and tie them in with state standards. I make my assessments and lessons relevant to students, considering real world outcomes and applications. I consider my students' life skills and backgrounds when I design my assessments and instruction. I individualize all of my assessments, and I use formative assessments—both formally and informally—throughout my lessons, to ensure that I am reaching all students and their varying needs. I use observations, discussions, and questioning techniques to informally assess progress throughout the lesson. I gauge student responses to questions by having them verbalize and write answers, listen for prerequisite terminology and words learned throughout the lesson. Sometimes a simple "thumbs up/thumbs down," a student's level of participation, behavior, or even a look on a student's face can be a quick way for me to know what is happening within my students as I am teaching. I adjust my assessments and my lessons on the spot, as well. I am always trying to make my assessments meet the needs of my students so as to accurately assess their learning, and I use assessment results to drive and adjust my instruction.

Specific assessments for each objective and what success will look like:

1. Phoneme Segmentation: The students will hop and say each sound in a word. I will watch the students to see how many times they jump and will listen to each sound provided in a word. If this is a challenge for students to do both, I will instruct them to do one or the other (or to instead finger-tap sounds) and will look and listen for appropriate tapping, hopping, or sound production. Though "how" they demonstrate production of each sound may vary from student to student, I will be assessing whether each student is able to produce each sound in a given word. Success may also include producing some of the sounds, as I must consider the hearing/speech/working memory needs of some students.
2. *Reading Mastery*: The students will read words in isolation and in context both "the fast way" and by "sounding out." I will listen for each sound in a word and for students to blend the whole word. For one student, I will listen to see if he can produce each sound in isolation and will watch his mouth for proper tongue/lip formation.
3. Decodable readers: I will have each student read aloud a sentence as the others follow along, watching to see if students have adequate skills required to read along with someone else. I will listen for application of decoding skills in context. I will note whether students are reading with automaticity or decoding words to observe for growth throughout the series. I will listen to students' responses of

comprehension questions, noting their understanding of explicit and implicit questions from the text. I will re-read the selection to the students prior to asking comprehension to assess their listening comprehension as well as to determine whether their decoding/metacognition is affecting their understanding or if it is a comprehension issue.

4. Grammar: I will listen to see if students can name/touch/produce a verb, or for students who have the prerequisite skills, an adverb. I will assess the level of scaffolding needed for students to tell me what an adverb/verb is and to provide or find examples. Later in the week, I will score students' written responses on a grammar worksheet where they will be asked to underline and/or provide an adverb when given a sentence.