

Signature Assignment

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EDUU 511

Professor Fayard

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Student One: Alma Ramirez**1. Provide a brief summary of the focus student.**

Alma Ramirez is an 8-year-old ELL 3rd grader who struggles with reading. When she was 4 years-old, Alma and her family moved to the US. Alma is a bit shy but is mature and responsible and loves to play soccer and cook. Alma speaks fluent Spanish, although she is unable to read in Spanish, recognizing environmental print and commonly spoken words. Alma has the most difficulty in her English developmental literacy skills and struggles with remembering phonics rules and decoding. She currently reads at an early first grade level, is able to converse in English at a near fluent level, but her academic language skills are lacking, causing her reading and writing to be most effective. It important to note that math is easier for Alma.

2. What life experiences does the focus student have that need to be considered during instructional design?

Alma's parents are both fluent in Spanish and only speak broken English. It may be important to note that her father is illiterate. Alma has a few friends at school, but chooses to not speak up and participate much in the classroom. She also helps her parents take care of her two siblings.

3. What prior academic knowledge does the focus student have related to the lesson you are teaching?

Student scored a Level 2 on her most recent ELPAC. Student can read at an early first grade level (1.2). Student can converse in English at a near fluent level.

4. What other social-emotional, cultural, and developmental considerations will you need to take into account in this lesson?

Student is shy, yet responsible and mature. Student has some friends on campus but does not speak out or participate unless required. Student comes from a Spanish speaking home where she has the responsibility of helping raise her two siblings.

Student Two: TJ Roberts

1. Provide a brief summary of the focus student.

TJ Roberts is a 9-year-old 3rd grader who exhibits impulsive behavior. TJ enjoys being read to, science, animals, dinosaurs, sharks, karate, and soccer. TJ has difficulty in social settings and has a short attention span. He has been diagnosed with ADHD and Dysgraphia. When TJ finds something to be “too difficult,” he gets easily upset and cannot control his emotions. He also has difficulty coming up with ideas, with his spelling, and tends to shut down when he is required to write sentences.

2. What life experiences does the focus student have that need to be considered during instructional design?

TJ comes from a supportive family where he has two well-educated parents and older siblings, all open to helping him with his assignments. TJ has been on a behavior management plan (BIP) since the beginning of the year due to his physical behaviors. He has not made any improvements and continues to have a harder time around classmates.

3. What prior academic knowledge does the focus student have related to the lesson you are teaching?

TJ has been on a BIP since the beginning of the school year, but he has yet to make any improvements. TJ has a hard time getting through longer assignments, listening for long periods of time, working with others, copying from the board, spelling, and writing.

4. What other social-emotional, cultural, and developmental considerations will you need to take into account in this lesson?

TJ is triggered when anything becomes too challenging. His frustration will sometimes lead to him crying. He tends to gravitate towards adults rather than his peers.

Lesson Plan

Lesson Title: “Dear Basketball” Paper

Subject: Language Arts

Grade Level: 3

Common Core or Grade Level Content Standard(s) to be addressed: **RL.3.1** Ask/Answer question to demonstrate understanding of text. **RL.3.2** Determine the central message, lesson, or moral. **RL.3.3** Describe the characters in a story. **RL3.5** Refer to parts of the story....describe how each...part build on earlier sections. **W.3.1** Introduce topic or text they are writing about, use linking words and phrases, and concluding statements. **W.3.3** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events. **W3.7** Conduct short research projects that build knowledge about the topic.

Learning objective(s): Learners will demonstrate their understanding of the video “Dear Basketball” by picking one of two topics and writing a five-sentence paragraph.

Materials: Projector and/or television to play video, handouts, pencil, colored pencils/tools.

| Lesson Components | Describe <u>what</u> will be happening during this part of the lesson. | Describe <u>why</u> you have selected the approach you have. You may refer to the appropriateness based on developmental needs or interests of students at this age or learning styles | Focus Student 1: Alma Discuss appropriate modifications and adaptations for each section. In each section, explain how the adaptations and modifications address the specific needs of this student. | Focus Student 2: TJ Discuss appropriate modifications and adaptations for each section. In each section, explain how the adaptations and modifications address the specific needs of this student |
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| <p>Anticipatory Set/ Introduction How will you “hook” the students in the lesson, help them see the purpose of it, and connect with prior knowledge?</p> | <p>Teacher will show the Oscar-winning animated short film: “Dear Basketball,” which was created by John Williams and Glen Keane. This video brings Kobe Bryant’s 2015 “farewell letter” to light. This is the story about a young boy and his determination and love for the game.</p> <p>Link to video: https://dearbasketball.com/</p> <p>(5 minutes)</p> | <p>Students have a hard time sitting still for long periods of time. I find that this video is appealing to the eye and is somewhat “calming.” Meaning, the dialogue and the information is presented at a pace that is easier to follow and it is not over-stimulating to the eyes and ears.</p> <p>Most children in the 3rd grade are discovering their enjoyment in sports and/or various activities inside and outside of school. I believe this</p> | <p>The student will be provided a handout with the dialogue from the video. Please Note – this will be optional for the whole class.</p> <p>Assistive Device: Personal FM Listening System. The student has a harder time understanding words and may need the sound to be amplified.</p> | <p>The student will be provided a handout with the dialogue from the video. Please Note – this will be optional for the whole class.</p> <p>Assistive Device: Personal FM Listening System. The student may need the information amplified. Word processor, word predictor. “Stress ball” and/or fidget toy – if the student feels anxious and/or overwhelmed, he may be provided with an object that is not distracting to other students and is helpful to him.</p> |

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| | | <p>topic is relatable and appealing to this age group. I also find it fitting because this video discusses important topics, including: determination, goals, achievements, perseverance, and dreams...all things that I find to be critical to discuss in the school setting. s</p> | | |
| <p>Instruction How will you help build student understanding of the concept or skill? What teaching strategies will you use?</p> | <p>Teacher will handout a paper to the class with questions listed. Students will fill out the document as the teacher discusses and reviews the video with the class. Teacher will ask them about the theme, message of the video, characters, words used, mood of the film, actions and sequence of events.</p> <p>**See Handout 1 Attachment</p> <p>(15 minutes)</p> | <p>The handout is provided to students so they can feel more engaged in the discussions I have with them. The handout allows them to interact with the information while assisting them on an organizational level. Although the video is appealing from a visual standpoint, it still has some underlying “maturity” to it, this is why I find it important to</p> | <p>Teacher will be asking for volunteers to share their work, this student will not be called on at this time, unless she wants to.</p> <p>When directing this portion of the lesson, the teacher will focus on presenting the information in a few different ways and use words that all student may understand.</p> | <p>For the remainder of the assignment, the student will have the option to work with a paraeducator and/or aid in another setting and away from his classmates.</p> <p>*If at any time the student feels too overwhelmed and/or displays aggressive behaviors, he will be given the option of an alternate assignment and be advised to complete this assignment at home.</p> |

openly discuss the information from the video with the entire class.

Teacher will project the worksheet on the board and keep the worksheet visible for the duration of the next steps of the lesson.

The student will be given the option to complete this handout online and use an electronic worksheet.

Assistive Device: OCR for the document, word processor, Chromebook, dictionary/internet access, spelling software, word prediction.

When directing this portion of the lesson, the teacher will focus on presenting the information in a few different ways and use words that all student may understand.

The student will be given the option to complete this handout online and use an electronic worksheet.

Assistive Device: Electronic worksheet, keyboarding, word processing software, Chromebook (student can type instead of handwrite). “Stress ball” and/or fidget toy – if the student feels anxious and/or overwhelmed, he may be provided with an object that is not distracting to other students and is helpful to him.

Guided Practice

How will students practice what you have taught them, and how will you monitor it?

Students will be partnered up with a classmate of teachers choosing and will be given another handout to complete. Students must choose one of the following questions to answer:

1. What do you want to be when you grow up?
2. What is something that you love to do?

Teacher will walk to each of the pairs to discuss and assist the students.

(15 minutes)

**See Handout 2 Attachment

It is important that students at this age learn how to work with one another. Teamwork is an important topic to teach and practice both inside and outside of the classroom. By incorporating this into the classroom (something they will do throughout their educational journey), they are able to both write and speak to one another about their personal experiences. This creates connection.

*The handout is provided to keep the students on track and organized.

*Providing them with two options allows them to have more “control” and “freedom” in their work.

The teacher will choose who all the students are partnered with. This student will be partnered with someone who knows and understands her on a more personal level, someone who the student (Alma) is comfortable with. The student Alma will be partnered with will need to be a student who excels in the subjects of reading and writing and even a student who is potentially bilingual.

When directing this portion of the lesson, the teacher will focus on presenting the information in a few different ways and use words that all student may understand.

Assistive Device: Phonetic Spelling Software. The student will have access to a software that may assist her

For the remainder of the assignment, the student will have the option to work with a paraeducator and/or aid in another setting and away from his classmates.

*If at any time the student feels too overwhelmed and/or displays aggressive behaviors, he will be given the option of an alternate assignment and be advised to complete this assignment at home.

When directing this portion of the lesson, the teacher will focus on presenting the information in a few different ways and use words that all student may understand.

If the student decides he wants to remain in the classroom and with a partner, the teacher will choose who he is with. This student will need to be someone who

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| | | | in following the material and words at her own pace. | <p>knows TJ on a more personal level and knows how to handle his behaviors, if they are expressed. This student should also be someone who is kind, patient, and a hard-worker.</p> <p>Assistive Device: Electronic worksheet, keyboarding, word processing software, Chromebook (student can type instead of handwrite). “Stress ball” and/or fidget toy – if the student feels anxious and/or overwhelmed, he may be provided with an object that is not distracting to other students and is helpful to him.</p> |
| <p>Closure How will you check for student understanding before letting them work on their own?</p> | <p>Teacher will ask for 5 volunteers. Each volunteer will discuss which question they chose and the answer they provided.</p> <p>(10 minutes)</p> | <p>This approach was chosen so that the entire class can hear and learn from their fellow classmates. I chose to have them volunteer, so they feel comfortable</p> | <p>Student’s partner will be asked to take notes for the student and/or share his/her notes with the student just in case the student has a harder time comprehending the words and discussion.</p> | <p>Student will have access to the handout via the computer. This will allow the student to type any notes, if need be.</p> <p>Teacher will also organize the board so that she can take</p> |

sharing these personal topics.

Teacher will also organize the board so that she can take notes as the class speaks and keep them displayed for the remainder of the assignment. Student can have the option to type notes instead of write, if that's easier for the student.

Assistive Device: Audio TTS. Chromebook, keyboarding, word processor, electronic worksheet.

notes as the class speaks and keep them displayed for the remainder of the assignment. For the remainder of the assignment, the student will have the option to work with a paraeducator and/or aid in another setting and away from his classmates. *If at any time the student feels too overwhelmed and/or displays aggressive behaviors, he will be given the option of an alternate assignment and be advised to complete this assignment at home.

Assistive Device: Electronic worksheet, keyboarding, word processing software, Chromebook (student can type instead of handwrite). "Stress ball" and/or fidget toy – if the student feels anxious and/or overwhelmed, he may be provided with an object that is not distracting

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| | | | | to other students and is helpful to him. |
| <p>Independent Practice What will students do to continue practicing and applying what they have learned? How will that be measured?</p> | <p>Students will be given another handout that asks them to write a 5-sentence paragraph and draw a picture. This paragraph must include: an introduction, three reasons why they love what they love or why they want to be the thing they want to be when they grow up, and a conclusion sentence. They will then draw themselves doing or being that thing in which they chose.</p> <p>(60 minutes)</p> <p>**See Handout 3 Attachment</p> | <p>I chose this approach because it is important that students learn how to collect information and then produce a final product.</p> <p>I also chose to include that the paragraph must be 5 sentences and must be structured in a specific way.</p> <p>The aspect of drawing makes this a fun and engaging assignment, one that they hopefully keep and display for a period of time.</p> | <p>Student can be given extra time to complete this assignment if she appears to be struggling with it. Student will also be given the option to work one-on-one with the teacher and/or aid after school and/or during lunch time.</p> <p>Student will be provided a recording of the instructions for the assignment.</p> <p>Assistive Device: Demonstrate the assignment and/or present examples, Chromebook (student can type work instead), student can use proofreading</p> | <p>Teacher will ask that the paraeducator and/or Aid, tends to this student and checks in on him for the duration of this section of the assignment. The student will also be given the option to type this assignment, rather than handwrite it. Student can be given extra time to complete this assignment if he appears to be struggling with it.</p> <p>For the remainder of the assignment, the student will have the option to work with a paraeducator and/or aid in another setting and away from his classmates.</p> |

programs, word prediction and word processing software's.

*If at any time the student feels too overwhelmed and/or displays aggressive behaviors, he will be given the option of an alternate assignment and be advised to complete this assignment at home.

Assistive Device: Electronic worksheet, keyboarding, word processing software, Chromebook (student can type instead of handwrite). word predictor, spell checkers. "Stress ball" and/or fidget toy – if the student feels anxious and/or overwhelmed, he may be provided with an object that is not distracting to other students and is helpful to him.

Reflections:

1. While writing the lesson, what factors most influenced your lesson design?

When I was writing this lesson plan, I was considering what topics would be both informative and engaging for all the students in class. I focused on creating movement from activity to activity in hopes that this would eliminate boredom within the classroom setting. I also made the conscious decision to have students work in pairs, with me, as a class, and then independently. I believe it is important to have students learn how to work with others, learn how to communicate in diverse groups, and ultimately in a way that allows for their ideas to be heard. I decided to create the handouts for the class with the intent being to eliminate and/or alleviate students of any organizational challenges. This lesson holds multiple steps, and I believe for the sake of the entire activity and time constraints, it would be beneficial to create handouts for them to work off of.

2. Identify and discuss any potential challenges that may come up during this lesson. Discuss and describe clear strategies and solutions for these challenges.

Some of the challenges I may find are: students not working well in the pairs I created, students simply not knowing what to write, and students not remembering the short film. If students do not work well with their partner, I will give them the opportunity to work individually. It is important that each student learns how to work with one another, so I would first suggest that we tackle the “conflict” head on, before we resort to splitting up the duo. In terms of the two focus students, I will partner them up with students who know them on a personal level, work well with them, are patient, thrive in the subjects of reading and writing, and who are kind. In one of the sections of this lesson plan, I walk around to each group and check in on them. This section is incorporated in hopes that if the students find themselves in a position where they do not know what to write about, I can be accessible to them. I decided to give them two options so that they felt as though they had more freedom in their writing. I also included examples on one

of the handouts so they have something to reflect on. Lastly, if the students forget the film and/or are have trouble remembering certain sections of the film, I will be sure to give myself 5 minutes of “free time.” This “free time” is not explicitly stated, but can be used as a cushion, just in case a student asks that the video can be played again and/or if they would like me to play a small section of the film. Again, this is something that I hope will not be requested, but on the off chance it is, it is important that I leave a little wiggle room in the lesson plan to address these requests.

3. What insight did you gain from completing this assignment?

This assignment allowed me to better understand the process of writing a lesson plan and how a lesson plan is structured. As someone who is going to be a School Counselor and not a Teacher, I still find it to be vital to my profession that I recognize the foundation of these plans and the steps that are taken to produce something that is versatile, accommodating, and educational. I enjoyed learning about the various assistive devices one could use within a classroom, and how technology continuously becomes more critical to students, beyond just a Chromebook. In writing this lesson plan, I had to consider a variety of factors that allowed for each student to feel heard, understood, and supported within the classroom; all things that I will be considering in my profession.