Learning Map Assignment

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**Learning Map: Planning Application**

GRADE LEVEL: 1

COMMON CORE STANDARD: [CCSS.ELA-LITERACY.RF.1.2](http://www.corestandards.org/ELA-Literacy/RF/1/2/)  
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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| Stage | Engagement | Representation | Action and Expression |
| Planning  (Academic levels- upper, middle, lower; Life experiences/backgrounds, language considerations, interests, preferences, strengths, cognitive abilities, attitudinal factors- motivation) | Learner: In any given class, there is a wide range of student academic abilities, personal backgrounds, language considerations, interests, and behavioral factors. Representation needs to reflect this diversity by varying the representation of content to accommodate the broadest possible range of learners. When students are sent in to small groups, they are getting the opportunity to be more independent learners. The scavenger hunt gives students a hands-on learning opportunity to further engage with phonemic awareness in an active way that accommodates visual and kinesthetic learners. Additionally, the mixed ability groups allow for peer-to-peer scaffolding, which takes advantage of the different cognitive abilities present amongst the students in the class. | Learner: In any given class, there is a wide range of student academic abilities, personal backgrounds, language considerations, interests, and behavioral factors. Representation needs to reflect this diversity by varying the representation of content to accommodate the broadest possible range of learners. Using visuals and/or corresponding hand/body movements with the different elements of phonemic awareness covered in the whole class review provides students learning English with meaningful representations of the content being spoken. Additionally, movement and partner talk provides active and social students with outlets for these preferences during the representation of the material. Largely, this portion of the lesson allows students to be dependent learners for extra guided support. | Learner: In any given class, there is a wide range of student academic abilities, personal backgrounds, language considerations, interests, and behavioral factors. Representation needs to reflect this diversity by varying the representation of content to accommodate the broadest possible range of learners. During the group presentations of their scavenger hunt bags, students will be able learn from their peers as audience members and get experience presenting when it is their group’s turn to share. Students will each be expected to each share at least one object from their group’s bag, which presents an appropriate challenge for English Language Learning Students, without making them solely responsible for presenting. |
| Planning  (Academic standards CA-CCSS, Goals/Outcomes Group and Individual- Academic, Management/Behavioral/Social Skills, Social-Emotional) | Target:  COMMON CORE STANDARD: [CCSS.ELA-LITERACY.RF.1.2](http://www.corestandards.org/ELA-Literacy/RF/1/2/) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  SOCIAL EMOTIONAL STANDARD: Students will practice working both independently and cooperatively in small groups to build their engagement and persistence, patience, encouragement, and communication skills. They will practice collaborating with their peers, expressing their ideas, giving each other constructive feedback and responding to feedback. | Target:  COMMON CORE STANDARD: [CCSS.ELA-LITERACY.RF.1.2](http://www.corestandards.org/ELA-Literacy/RF/1/2/) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  SOCIAL EMOTIONAL STANDARD: Students will engage in whole body listening during teacher instruction portions of the lesson. Their eyes will look towards the speaker, their ears will be ready to hear, their mouths will be quiet waiting for their turn to talk, their hands will be kept to themselves, and their brain will be thinking about what is being said. | Target:  COMMON CORE STANDARD: [CCSS.ELA-LITERACY.RF.1.2](http://www.corestandards.org/ELA-Literacy/RF/1/2/) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  SOCIAL EMOTIONAL STANDARD: Students will continue to strengthen their persistence during their expression of knowledge, building their metacognition skills to identify what they know, what they don’t know, and how they can improve their areas of weakness. |
| Planning  (Formal/Informal Types, Student-self assessment)  (Behavioral, Information-Processing, Social, Inquiry/Cognitive; Student-centered, teacher-directed’ culturally relevant pedagogy, technology)  (Classroom Management Models, Community building/Social, organizational strategies) | ASSESSMENT:  During this portion of the instruction, the teacher will conduct informal assessments by walking around to monitor how each group is working collaboratively to find objects for their bags. The teacher will have a checklist for each group to look for equal group member participation, conflict resolution skills if needed, and time management skills.  INSTRUCTION: After the whole class review to practice elements of phonemic awareness, the teacher will send students into small groups to further engage in phonemic awareness activities. Each group will be given a brown bag with a beginning, medial, or ending sound identified on the front of the bag. Students will go on a scavenger hunt around the classroom to find objects to put in their group bags that have the identified beginning, medial or ending sound. For example, if a group was given a brown bag with the beginning sound /p/, they could put objects in their bag such as a pencil, pen, pillow, pink eraser, and a plant. Students will have 7 minutes to collect five objects for their bags with their groups. This will be a student-directed, inquiry based portion of the instruction time to help students engage with the material in an active, game-like way with their peers.  MANAGEMENT: When students move in to group work time, they will be expected to work cooperatively and use encouraging words to interact with their peers. I will use Kagan Team Tools to create groups of mixed ability so that the groups are equitable.  Students will be redirected to a cool down corner of the classroom to reflect on any harmful words or actions they take throughout the lesson and think of positive solutions to their behavior. Students will be encouraged to identify their feelings, why they took the actions they did, how these actions affected others, and how they can reengage with their peers in a positive and cooperative manner. These methods are drawn from the Social Psychological approach to behavior management which teaches students appropriate interpersonal communication skills, self-discipline and problem-solving skills. | ASSESSMENT:  This portion of the lesson will also utilize informal assessment methods to track student participation in the whole class phonemic awareness review. The teacher can check off which students did not participate on a class list for each portion of the review (i.e. place a check next to Samantha, Mark, and James if they did not participate in the blending portion of the review). This will help the teacher to identify students that were not able to follow along with the review.  INSTRUCTION: Instruction on phonemic awareness will begin with a 5- minute whole class review that is teacher-directed. The practice will begin with students shouting out the sound the letter makes that is presented on each letter card the teacher holds up. Students will then have about 30 seconds of partner talk time to think of words that rhyme with the ending sounds “am.” The teacher will then call on several students to share a word they thought of with their partner. The teacher will then work on onset fluency having students hold out the beginning sounds of multiple words. Next students will practice blending by shouting out the word made by the separate sounds the teacher gives. The teacher will also lead students through medial sound activities, phonemic segmentation activities, phonemic substitution activities, phonemic addition activities, phonemic deletion activities, and syllable counting activities. Each activity will have corresponding hand/body movements for visual/kinesthetic learners.  MANAGEMENT: During whole group portions of the lesson, students will be expected to participate appropriately, listening and speaking when expected. Positive narration will be used to restate expectations for behavior in a way that validates students on task and reminds students off task of the directions without singling them out. If students off task fail to respond to positive narration techniques, the teacher will ask students to gently remind peers next to them who are off task of the behavioral expectations. | ASSESSMENT: This portion of the lesson will be formally assessed using a rubric to score each group’s presentation. The teacher will look to make sure that each group collected five objects, that each group member shares at least one object from their bag, that all of the objects in their bag start with the identified beginning, medial, or ending sound, and that the students share a justification for why they placed each object they share in their bag.  INSTRUCTION: After students complete their group scavenger hunts, students will be directed back towards the carpet to take turns presenting the objects their groups found. Each group will come up and take the objects out of their bag, with each student in the group presenting at least one object from their bag with a justification for why the object was put in their bag.  MANAGEMENT: During the scavenger hunt for our focus phonemes, students will be expected to use walking feet in the classroom. They will also be expected to stay on task and work cooperatively with their peers to complete their task on time. When groups are presenting the objects they found on their scavenger hunt, the audience members should engage in the whole body listening detailed for the whole group portion of the lesson. They should be using appropriate sentence stems to give polite and constructive feedback to their peers (i.e. “I agree that this object starts with \_\_ sound because \_\_” or “I do not agree that this object starts with ­­\_\_ sound because \_\_.” |

**Reflection:**

The Planning Stage of the Learning Map is built around Universal Design for Learning’s core principles of Multiple Means of Engagement, Multiple Means of Representation, and Multiple Means of Expression. The UDL principle Multiple Means of Engagement is connected with the affective networks of the brain, or the “why” of learning, encompassing how learners get engaged and stay motivated (CAST, 2012). Seeing as every individual student has a variety of interests and preferences, there should be a variety of ways for students to sustain their effort and persistence and maintain their interest. The next UDL principle, Multiple Means of Representation, is connected with the recognition networks of the brain that are responsible for how we gather facts and group them (CAST, 2012). In order to reach a diverse group of learners, teachers need to provide multiple ways for students to gather information by activating their background knowledge, highlighting patterns and connections between material, using visuals, and clarifying language and symbols used (CAST, 2012). Lastly, the UDL principle Multiple Means of Action and Expression is connected with the strategic networks of the brain and involves how we organize and express our ideas (CAST, 2012). Teachers should provide multiple options for students to express and communicate their ideas and give options for physical action in the classroom to accommodate a wide range of learners (CAST, 2012). Knowing that each classroom will have a wide array of learner cognitive abilities, interests and preferences, language considerations, life experiences/backgrounds, and attitudinal factors that effect student motivation levels, teachers need to plan with the aforementioned UDL principles in mind. Doing so ensures that the broadest possible range of learners are accommodated for and helps individualize instruction to make it meaningful and engaging.

References:

CAST.(2012). About UDL. Wakefield, MA: National Center on Universal Design for Learning.

Retrieved at: http://www.udlcenter.org/aboutudl/take\_a\_tour\_udl