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| **STAGE 1: PLANNING** |
| **YOUR TARGET: Standard, Goals & Outcomes**https://docs.google.com/drawings/d/s0lVc8hW1e4rLQ7SkQCI0Yw/image?w=603&h=5&rev=1&ac=1Teacher: Melissa Stencil Grade: PK**TARGET: Unpack Your Standard**Part 1: My Standards, Goals and Outcomes

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| **Academic Standards:** *Cite your standard*  |
| [CCSS.ELA-LITERACY.RL.K.2](http://www.corestandards.org/ELA-Literacy/RL/K/2/)With prompting and support, retell familiar stories, including key details.*\*Highlight the main idea/knowledge (what)           \*Underline the skills/verbs (how)* |

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| **Big Questions** (*Questions to frame student learning)** How can we make meaning of a text?
* How can we use predictions to help us comprehend the text when reading?
* How can we use text-to-self connections to help us comprehend the text?
* How can we retell familiar stories to demonstrate our knowledge of them?
 | **Knowledge** *(Concepts to be understood and applied)** Participates from beginning to end in listening to stories.
* Demonstrates enjoyment of literacy and literacy-related activities.
* Demonstrates knowledge of main characters or events in a familiar story (i.e. who, what, where) through answering questions (i.e. recall and simple inferencing), retelling, reenacting, or creating artwork.
 | **Skills** *(What you will explicitly teach)** What is a prediction (a statement about what will happen)
* How to make a prediction (using illustrations, the title, blurb on the back of the book)
* What is a text-to-self connection and how can it help us understand stories
* How can we demonstrate our knowledge of stories through retelling and the creation of artwork
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| **Student Learning Goal**: *State your Goal for the students to share*  |
| Students will be able to demonstrate their understanding of a familiar story by engaging in literary activities before and during the reading such as prediction and text-to-self connection making, as well as after the reading through retelling and creating art work.  |
| **Student Social-Emotional Goal (LEARNER):**  |
| Students will demonstrate appropriate active listening techniques during the reading of the story, turning their eyes towards the book, keeping their mouths quiet unless prompted, turning their ears on to listen, and keeping their hands and feet to themselves to help their peers be able to focus. Additionally, they will demonstrate encouraging and supportive peer-to-peer scaffolding in small groups when they retell the story and create their artwork.  |
| **Barriers to learning (LEARNER):**  |
| While students have had practice making predictions and refining their predictions based on titles, illustrations and back-of-book summaries, students have had limited experiences making text-to-self connections. I will need to introduce this language and model my own text-to-self connections in books we read this week to help them understand this skill and gain confidence in making their own. In addition, their attention span is limited to about 15 minutes since they are 4 and 5 years old, so I will need to keep us on pace throughout the reading and make efficient use of our time during the whole class instruction. Finally, my class is 81% English Language Learners. While majority of them have developed a sufficient enough proficiency level to deeply engage in reading comprehension activities, there are a few that might require translations to support their comprehension.  |
| **Common Misconceptions (LEARNER & TARGET):**  |
| In previous readings where students have been asked to make predictions or retell stories, several students have given off-topic responses, thinking that predictions can be anything regardless of what the illustrations imply or that they can add in their own details to their retelling of the story. I will need to emphasize that predictions and retellings are solely based in the text and need textual evidence and support to be meaningful and accurate.  |

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| Part 2: My Class**My Classroom Composite: (TEACHER & LEARNER):**Whole group I have 22 students, 10 female and 12 male. One is Caucasian and the rest are Hispanic. Additionally, all but 4 are considered English Language Learners, with a home language of Spanish. Overall, the class has a positive posture towards learning and an eager desire to demonstrate their knowledge. They have become much more independent in their work throughout the year and have grown in their ability to support their peers in their work, working more cooperatively than simply side-by-side. However, they can lose their focus easily if certain students take too long to respond to a question after raising their hand or give an off-topic answer. They are generally redirected quickly and can regain their focus with support.  |
| **Accommodations/Adaptations/Intervention (Teacher, Learner, Instruction, Management)**

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| Focus Student #1: *Special Needs* Has gone through social-emotional assessments for early onset of autism disorder and has an IEP for speech. He is easily distracted, engages in repetitive behaviors during circle times such as spinning in circles around himself, spinning his hat around his head, or making humming noises. Additionally, he can answer basic recall questions such as letter and color names, but has difficulties responding to more open-ended questions or comprehension questions. He benefits from sitting in a rocking chair during carpet time at the back of the carpet and ample scaffolding to elicit responses for comprehension questions.  | Focus Student #2: *English Language learner* First language is Spanish. She has been working on expressing herself in English through simple sentences. She is eager to participate and immediately raises her hand to answer questions, but often stumbles and pauses after she is called on. She likes peer or teacher support so that she can provide a meaningful response in English and thrives off of positive feedback/reinforcement.  |

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**(TEACHER, LEARNER, TARGET, ASSESSMENT, INSTRUCTION, MANAGEMENT)**

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| **Multiple Means of Representation****(modeling & practice)**https://docs.google.com/drawings/d/s52RFFaOKuwL1iRQqLC-eeA/image?w=147&h=152&rev=1&ac=1 | The teacher will present the story, The Tiny Seed by Eric Carle, three different days with a different emphasis on each day. The first day, the teacher will do a picture walk and have students make predictions based on the pictures and title of the book. The teacher will then share the story and focus on plot recall. The second day, the teacher will emphasize text-to-self connections with the story, having students make the hand symbol to represent when they have a text-to-self connection and encouraging students to share connections they have to the story. The third day, the students will retell the story themselves, offering plot events, details and connections for each page as the teacher flips the pages. Each day a different strategy will be emphasized to support students’ reading comprehension: predictions, text-to-self connections, and retelling. Sharing the story first by having students look solely at the pictures will help English Language Learners make more sense of the story by helping them frame general ideas about what the story will be about before it is even read. Utilizing text-to-self connections will help engage all students and make the text more relatable and meaningful to them personally. Finally, letting students retell the story on the third read will provide a more student-centered representation of the material, placing students in quasi-teacher roles to their peers.  |
| **Multiple Means of Engagement**https://docs.google.com/drawings/d/s52RFFaOKuwL1iRQqLC-eeA/image?w=147&h=152&rev=1&ac=1 | Students will engage with the book during the reading by making text-to-self connections throughout the second read of the book and retelling it for the third read. Students can come up to act out part of the story or narrate plot events and details from their seats, giving them multiple options of engagement for this portion of the lesson. Additionally, after the third read of the book, students will get to create visuals of their knowledge, looking at pages in the story that they want to recreate through their art. This will be an artistic way for visual learners to engage with the story. |
| **Multiple Means of Expression****(practice & assessment)**https://docs.google.com/drawings/d/sxdl2beJslLqYCAnbRxicrg/image?w=124&h=117&rev=3&ac=1 | Teacher will assess student knowledge informally through their participation during the three reads of the story, specifically looking at the plot events and details they can provide during the student retelling of the story. Students will also be able to express their knowledge through their drawings of a main event in the story and the descriptions they provide to the teacher that the teacher will dictate on their drawings. Students will have several ways to express their knowledge, getting an opportunity to share out loud in front of their peers for the retelling and also having the option to more privately express their knowledge to a teacher when they describe their drawing. This will help students who prefer to be more active and vocal in their expression as well as students who are quieter and more visual.  |
| **Managing the Classroom Environment** | During reading time, students are expected to engage in active listening techniques. They should be in their own squares on the carpet, with their hands and legs kept to themselves, their mouths quiet, their eyes on the book, and their ears listening. They will practice raising their hands to respond to the book unless the teacher prompts all students to respond to a recall question together.When they move in to group work time, they will be expected to work cooperatively and use encouraging words to interact with their peers. They will also be expected to share materials, such as crayons, to create their artwork.Additionally, students will be redirected to a cool down corner of the classroom to reflect on harmful words or actions and think of positive solutions to their behavior if they demonstrate misbehavior during any portion of instruction. 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. |

**STAGE 2: TEACHING**

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| ***DAILY AGENDA: What will you use to manage daily instruction?****What is your Learning Map sequence for Day 1?*On Day 1, the teacher will present the book, The Tiny Seed, for the first time with a focus on prediction making and plot recall. The teacher will take students on a picture walk of the book and then take their predictions based on the illustrations. The teacher will then read through the story asking basic recall questions throughout it. *What materials will you use?*I will use the book, The Tiny Seed, for each of the three readings of the text. I will use a literary response sheet and crayons for the students to complete their drawings of a main event from the book. *How will you assess student learning?*Teacher will use a group observation sheet to check off students who volunteer to retell parts of the story during the third read of the story and jot down some words or phrases they used during the retelling. Teacher will dictate student descriptions of their drawings on their literary response sheets and collect them.  |

**Reflection:**

 In order to substantially address all parts of the learning map, it is very important to know your learners. Different groups of learners have different strengths and weaknesses academically and social-emotionally, which affects how a lesson should be taught and implemented. For example, if a classroom does not have a well solidified classroom community, marked by peer encouragement and affirmation, these skills would need to be taught to students before releasing them into a small group activity where they would need to utilize appropriate social skills. For my classroom of PK learners, I was able to reflect on their classroom community, their current experience with reading comprehension activities, and what skills they will need to know in Kindergarten in order to complete this Learning Map specific to their needs. I know that my students have grasped the strategy of prediction making fairly well, but have not been exposed to the strategy of making text-to-self connections. I also know that this strategy helps students to better comprehend texts and could be an aid in their ability to retell a story, so I decided to introduce this strategy to them. Additionally, I know that a majority of students in my class are motivated learners and love to motivate their friends, so empowering them to retell the story for the third read of The Tiny Seed and letting them work in small groups to create artwork in order to demonstrate their knowledge of the story were two things I built in to build off of their strengths. Overall, the Learning Map allowed me to plan more robustly for a chosen standard, considering the composite of my classroom and planning to ensure that their strengths, growth areas, and needs were adequately prepared for.