SP 22/ED 315 Language and Literacy II

Lesson Planning and Child Study Assignment

For this assignment you will focus your attention on one child, in one classroom, in a local elementary school. **The purpose of this assignment is to allow you the opportunity to apply in practice the things you are learning from our weekly class times**.

This child study will involve a *combination of assessments used to develop appropriate lessons, teaching events, and assessments.* This will include evidence that you understand how the role of the school community can be considered when supporting a child’s literacy development, how knowing your student in holistic ways can assist you in supporting his/her literacy development, how to use appropriate assessments to monitor and manage student learning, and how solid assessment guides effective teaching.

The assignment will include:

1. Contextual information about the school and the child
2. Lesson Plans based on your assessment information and an Alabama Course of Study Standard for English Language Arts
3. Video evidence of your teaching with written commentary
4. Written Commentary explaining the planning of the lessons, the teaching of the lessons, and a summative assessment piece supporting the degree to which your student has met your identified overall objective

**Contextual Information:**

* Complete a brief Instructional Context of the School
* Complete a Whole Child Data Collection Form

**Lesson Planning:**

* Three sequenced lessons around an essential comprehension strategy that is relevant to an AL COS standard
* Lesson Plans should include the standard, well written objectives (Audience, Behavior, Condition, Degree) materials, specific and detailed plans including a specifically stated instructional strategy or strategies, specifically planned places in the lesson where the teacher models AND the st have opportunities to practice what has been modeled, assessment criteria AND the assessment
* ALL plans must include either formal or informal assessment. The third plan should include an assessment that serves to demonstrate/assess the st understanding towards being able to use the identified essential literacy strategy to understand connected text.
* Instructional Materials you used for the lesson
* Assessment (s) (Blank and Completed)
* Assessment Criteria
* Lesson plans will be assessed using the BSC Key Assessment-Lesson Planning Assessment Rubric.

**Written Commentary: Your written commentary should be well-written and include specific examples and details. The grading rubric will include all of the bulleted points.**

**Contextual Information (no more than 3 single spaced typed pages-this is separate from the written commentary for Task 1 Planning):**

* Complete a brief instructional context of the school
* Complete a written narrative of the information you learned from the Whole Child Data Collection Form. You will complete the form as well.

**Task I: Planning**

***What Do I Need to Write?***

In Planning, Task 1, you will write a written commentary, responding to the prompts below. Your response should be **no more than 7 single spaced pages, including the prompts**. You will submit your lesson plans and any instructional materials you used with this section of the assignment. **The lesson plans and any instructional materials are not included in your 7 page minimum**.

1. Central Focus

* Describe the essential literacy strategy you selected
* Describe how the standards and learning objectives within your learning segment address the essential literacy strategy and the related skills that support the use of the strategy.
* Explain how your plans build on each other to help students make connections between the essential literacy strategy to comprehend text and related skills that support use of the strategy

2. Knowledge of Students to Inform Teaching

* Describe what you know about your student with respect to the central focus of the learning segment, including prior academic learning and prerequisite skills related to the central focus-cite evidence of what your student knows, can do, and what he/she is still learning to do. **Cite evidence of what your st knows, can do, and what he/she is still learning to do.**
* What do you know about your student’s personal, cultural, and community assets related to the central focus-what do you know about your students’ everyday experiences, cultural and language backgrounds and practices and interests? **Cite evidence of what your st knows, can do, and what he/she is still learning to do.**

3. Supporting Student’s Literacy Learning

* How do your understandings of your student’s personal, cultural, and community assets guide your choice of learning materials and instructional strategies? **Refer to the instructional materials and lesson plans you have included as part of Planning Task 1.** **Be explicit** about the connections between the learning tasks and student’s prior academic learning, their assets, and **research/theory.**
* Describe and justify why your instructional strategies and planned supports are appropriate for your student

4. Monitor Student Learning:

* Describe how your planned informal and summative assessments will provide direct evidence that students can use the essential strategy to comprehend text throughout the learning segment.

**Task 2. Instructing and Engaging Student in Learning/Video Analysis**

***What Do I Need to Record andWrite?***

In Task 2, you will provide a 10-15 minute video of your teaching showing how you model the essential literacy strategy AND how you supported your student as they practiced/applied the essential literacy strategy. For this assignment, you may edit clips from different lessons, but the clips should be at least 5 minutes in duration. You will write a commentary, responding to the prompts below. You will cite specific evidence from the video to support your response using time stamps (i.e. At 2:36 of video 1 I modeled…)

**Your commentary should be no more than 4 single-spaced pages, including the prompts. The video you create to show your teaching will be submitted to google drive.**

* Identify which lesson or lessons is/are shown in the video/Briefly describe the lesson.

1. Engaging the St in Learning

* Explain how your instruction engaged your student in developing the identified essential literacy strategy and related skills. **Refer to examples from the video clips in your explanations.**
* Describe how your instruction linked your student’s prior academic learning and personal, cultural, and community assets with new learning. **Refer to examples from the video clips in your explanations.**

2. Deepening St Learning During Instruction

* Explain how you modeled the essential literacy strategy and supported the student as they practiced or applied the essential literacy strategy. **Refer to examples from the video clips in your explanations.**

3. Analyzing Teaching

* What changes would you make to your instruction to better support student learning of the central focus (missed opportunities)? **Refer to examples from the video clips in your explanations.**
* Why do you think these changes would improve student learning? Support your explanation with evidence of student learning AND principles from theory and/or research.

**Task 3: Assessing Student Learning :**

**What Do I Need to Write?**

In Task 3, you will write a commentary responding to the prompts below. You will include the completed assessment/rubric with Task 3. **Your commentary should be no more than 5 single-spaced pages, *including the prompts***. This does NOT include assessment/rubric.

1. Analyzing Student Learning

* Identify the specific learning objectives measured by the assessment you chose.
* Summarize your student’s learning using evidence to support your response.

2. Feedback to Guide Further Learning

* What feedback will you give the child about his work? Write your feedback directly on the student assessment. Remember to include both strengths and areas of improvement.

3. Using Assessment to Inform Instruction

* What changes would you make to your instruction to better support student learning of the central focus (missed opportunities)?
* Why do you think these changes would improve student learning? Support your explanation with evidence of student learning AND principles from theory and/or research.