

Candidate's Name: **Tova Weissman**

Grade Level: **1**

Title of the lesson: **Venn Diagrams**

Length of the lesson: **15 min.**

Central focus of the lesson (The central focus should align with the CCSS/content standards and support students to develop an essential literacy strategy and requisite skills for comprehending or composing texts in meaningful contexts)

Key questions:

- what do you want your students to learn?
- what are the important understandings and core concepts you want students to develop within the learning segment?

I want my students to learn how to sort words that have short vowels and long vowels.

Knowledge of students to inform teaching (prior knowledge/prerequisite skills and personal/cultural/community assets)

Key questions:

- What do students know, what can they do, what are they learning to do?
- What do you know about your students' everyday experiences, cultural backgrounds and practices, and interests?

My students are familiar with the idea of both short and long vowels. They have never used a venn diagram before.

Common Core State Standards (List the number and text of the standard. If only a portion of a standard is being addressed, then only list the relevant part[s].)

[Common Core Learning Standards for ELA and Literacy](#)

CCSS.ELA-LITERACY.RF.1.2.A

Distinguish long from short vowel sounds in spoken single-syllable words.

Support literacy development through language (academic language)

- Identify one language function (i.e. analyze, argue, categorize, compare/contrast, describe, explain, interpret, predict, question, retell, summarize or another one appropriate for your learning segment)

- Identify a key learning task from your plans that provide students opportunities to practice using the language function.
- Describe language demands (written or oral) students need to understand and/or use.

Vocabulary

- General academic terms: analyze, argue, categorize, compare/contrast, describe, explain, interpret, predict, question, retell, summarize or another one appropriate for your learning segment
- Content specific vocabulary (i.e. equation, variable, balance, evidence, claim, inquiry)

Sentence Level

- Sentence structure, transitions/connectives, complex verb tenses

Discourse

- Text structure, message, conversation, discussion

Note: Consider range of students' understanding of language function and other demands-- what do students already know, what are they struggling with, and/or what is new to them?

Recognize which words have shorts vowels and which have long vowels.

Learning objectives

- 1. Students will gain graphic organizing skills by using venn diagrams**
- 2. Students will differentiate between words with short vowels and long vowels.**

Formal and informal assessment (including type[s] of assessment and what is being assessed)

- Explain how the design or adaptation of your assessment allows students with specific needs to demonstrate their learning. Consider all students, including students with IEPs, ELLs, struggling readers, and/or gifted students.

The teacher will collect the students Venn Diagram and see if there were any students who had a difficult time separating the words properly.

Instructional procedure: Instructional strategies and learning tasks (including what you and the students will be doing) that support diverse student needs. Your design should be based on the following:

- understanding of students' prior academic learning and personal/cultural/community assets

- research and/or theory
- developmental
- appropriateness

Consider all students, including students with IEPs, ELLs, struggling readers, and/or gifted students.

1. **The teacher will make a venn diagram in large on the board and will explain to the class how to use it.**
2. **The teacher will give out a blank paper to each student and tell them to make their own venn diagram and title once circle “Short vowel words” and the other “long vowel words.”**
3. **The teacher will stick different words on the board (cat, lake, cup, eat etc...) the students will have to write that word in the proper side of the venn diagram.**
4. **Just to add a little fun the teacher will write a challenge word on the board that had both a short vowel and a long vowel in it, the class will have to decide together where they think that word should go! (In both circles linked together!)**

Instructional resources and materials used to **engage students in learning.**

Paper

Venn Diagram

Reflection

- Did your instruction support learning for the whole class and the students who need great support or challenge?
- What changes would you make to support better student learning of the central focus?
- Why do you think these changes would improve student learning? Support your explanation from evidence of research and/or theory.

One change I'd make would be to have the teacher will pull aside a group of students who need the extra support and will discuss each word separately and guide them as to where they should place the word - in the long vowel circle or short.

Candidate's Name: **Tova Weissman**

Grade Level: **2**

Title of the lesson: **Mind Mapping**

Length of the lesson: **20 min.**

Central focus of the lesson (The central focus should align with the CCSS/content standards and support students to develop an essential literacy strategy and requisite skills for comprehending or composing texts in meaningful contexts)

Key questions:

- what do you want your students to learn?
- what are the important understandings and core concepts you want students to develop within the learning segment?

I want my students to learn how to categorize nouns, adjectives, and verbs.

Knowledge of students to inform teaching (prior knowledge/prerequisite skills and personal/cultural/community assets)

Key questions:

- What do students know, what can they do, what are they learning to do?
- What do you know about your students' everyday experiences, cultural backgrounds and practices, and interests?

My students are know what a nouns, verbs, and adjectives are. They are still learning how to use them all in one sentence and how to define which is which.

Common Core State Standards (List the number and text of the standard. If only a portion of a standard is being addressed, then only list the relevant part[s].)

[Common Core Learning Standards for ELA and Literacy](#))

CCSS.ELA-LITERACY.L.1.5.D

Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings.

CCSS.ELA-LITERACY.L.1.1.B

Use common, proper, and possessive nouns.

Support literacy development through language (academic language)

- Identify one language function (i.e. analyze, argue, categorize, compare/contrast, describe, explain, interpret, predict, question, retell, summarize or another one appropriate for your learning segment)
- Identify a key learning task from your plans that provide students opportunities to practice using the language function.
- Describe language demands (written or oral) students need to understand and/or use.

Vocabulary

- General academic terms: analyze, argue, categorize, compare/contrast, describe, explain, interpret, predict, question, retell, summarize or another one appropriate for your learning segment
- Content specific vocabulary (i.e. equation, variable, balance, evidence, claim, inquiry)

Sentence Level

- Sentence structure, transitions/connectives, complex verb tenses

Discourse

- Text structure, message, conversation, discussion

Note: Consider range of students' understanding of language function and other demands-- what do students already know, what are they struggling with, and/or what is new to them?

Students will categorize and recognize words that are nouns, verbs, and adjectives.

Learning objectives

- 1. Students will gain graphic organizing skills by using a mind map.**
- 2. Students will differentiate nouns, verbs, and adjectives.**

Formal and informal assessment (including type[s] of assessment and what is being assessed)

- Explain how the design or adaptation of your assessment allows students with specific needs to demonstrate their learning. Consider all students, including students with IEPs, ELLs, struggling readers, and/or gifted students.

The teacher will walk around the class as the students complete their mind maps to help out those that are struggling, and see if the students understand the concept.

Instructional procedure: Instructional strategies and learning tasks (including what you and the students will be doing) that support diverse student needs. Your design should be based on the following:

- understanding of students' prior academic learning and personal/cultural/community assets
- research and/or theory
- developmental
- appropriateness

Consider all students, including students with IEPs, ELLs, struggling readers, and/or gifted students.

1. **The teacher will give a short review on the board of what the definition of a noun, verb and adjective is.**
2. **She will instruct the students to go onto the mindmeister website <https://www.mindmeister.com/?r=117822> and create their own mind map by coming up with various nouns, adjectives, and verbs.**
3. **The students will work in pairs and will make 3 separate mind maps for each type of word.**

Instructional resources and materials used to **engage students in learning.**

Computers

Website: <https://www.mindmeister.com/?r=117822>

Reflection

- Did your instruction support learning for the whole class and the students who need great support or challenge?
- What changes would you make to support better student learning of the central focus?
- Why do you think these changes would improve student learning? Support your explanation from evidence of research and/or theory.

Yes, I think that my instruction supported the learning of the entire class as the students will do the assignment in pairs, and therefore the weaker students will get the help they need by being paired up with students who are stronger academically.

Candidate's Name: **Tova Weissman**

Grade Level: 3

Title of the lesson: **Brainstorming**

Length of the lesson: **20 min.**

Central focus of the lesson (The central focus should align with the CCSS/content standards and support students to develop an essential literacy strategy and requisite skills for comprehending or composing texts in meaningful contexts)

Key questions:

- what do you want your students to learn?
- what are the important understandings and core concepts you want students to develop within the learning segment?

I want my students to practice using a brainstorm graphic organizer to come up with ideas for their mystery story.

Knowledge of students to inform teaching (prior knowledge/prerequisite skills and personal/cultural/community assets)

Key questions:

- What do students know, what can they do, what are they learning to do?
- What do you know about your students' everyday experiences, cultural backgrounds and practices, and interests?

My students know about the basic format of how a story is written. This is their first major story that they will be writing, and their first time using a graphic organizer for brainstorming a story.

Common Core State Standards (List the number and text of the standard. If only a portion of a standard is being addressed, then only list the relevant part[s].)

[Common Core Learning Standards for ELA and Literacy](#))

CCSS.ELA-LITERACY.W.3.1.A

Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

CCSS.ELA-LITERACY.W.3.3.A

**Establish a situation and introduce a narrator and/or characters;
organize an event sequence that unfolds naturally.**

CCSS.ELA-LITERACY.W.3.3.B

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CCSS.ELA-LITERACY.W.3.3.C

Use temporal words and phrases to signal event order.

CCSS.ELA-LITERACY.W.3.3.D

Provide a sense of closure.

Support literacy development through language (academic language)

- Identify one language function (i.e. analyze, argue, categorize, compare/contrast, describe, explain, interpret, predict, question, retell, summarize or another one appropriate for your learning segment)
- Identify a key learning task from your plans that provide students opportunities to practice using the language function.
- Describe language demands (written or oral) students need to understand and/or use.

Vocabulary

- General academic terms: analyze, argue, categorize, compare/contrast, describe, explain, interpret, predict, question, retell, summarize or another one appropriate for your learning segment
- Content specific vocabulary (i.e. equation, variable, balance, evidence, claim, inquiry)

Sentence Level

- Sentence structure, transitions/connectives, complex verb tenses

Discourse

- Text structure, message, conversation, discussion

Note: Consider range of students' understanding of language function and other demands-- what do students already know, what are they struggling with, and/or what is new to them?

Students will summarize their story using a story map.

Learning objectives

- 1. Students will gain graphic organizing skills by using a story map to brainstorm their story.**
- 2. Students will practice their writing skills.**

Formal and informal assessment (including type[s] of assessment and what is being assessed)

- Explain how the design or adaptation of your assessment allows students with specific needs to demonstrate their learning. Consider all students, including students with IEPs, ELLs, struggling readers, and/or gifted students.

The teacher will collect the story maps and check to make sure that each student completed the chart correctly before starting to write their story.

Instructional procedure: Instructional strategies and learning tasks (including what you and the students will be doing) that support diverse student needs. Your design should be based on the following:

- understanding of students' prior academic learning and personal/cultural/community assets
- research and/or theory
- developmental
- appropriateness

Consider all students, including students with IEPs, ELLs, struggling readers, and/or gifted students.

- 1. The teacher will introduce the idea of how each child will be writing their own mystery story.**
- 2. She will explain to them how the first step in writing the story is to brainstorm all of the ideas. The teacher will hand out the story map sheets and will tell the students to start thinking about the plot of their story using the chart to help them.**
- 3. The teacher will work on the side with a small group of boys who need the extra support. She will discuss with them the idea of a setting, time, and place, etc.**
- 4. At the end of the lesson the teacher will collect the papers and only allow each student to begin writing their story once they completed the brainstorming map properly.**

Instructional resources and materials used to **engage students in learning**.

Story Map: https://www.eduplace.com/graphicorganizer/pdf/storymap1_eng.pdf

Reflection

- Did your instruction support learning for the whole class and the students who need great support or challenge?
- What changes would you make to support better student learning of the central focus?
- Why do you think these changes would improve student learning? Support your explanation from evidence of research and/or theory.

Yes, I think that my instruction supported the learning of the entire class as the teacher pulled aside a small group of struggling students to help them complete their story map.