

## **Reflection for INTASC Standards #6 & #7**

\*Note: This lesson also includes instructor observation as well as cooperating teacher evaluations

### **English Language Arts** (4 Year old Kindergarten ½ day Classroom)

This evidence piece includes a lesson that I taught in a 4 year old kindergarten class at Washington Elementary School in Wauwatosa during the spring of 2008. I have also included my instructor's observation feedback for this particular lesson as well as the course feedback from my cooperating teacher. Both of these pieces of evidence reiterate my abilities to effectively communicate with my instructor, my cooperating teacher and my attention to lesson planning (Standards #6, #7 and *Integrative Interaction*.) I respected and valued the input that I received from these professionals and realized the potential to improve the lesson I had created for the benefit of the students.

My goal with this lesson was to utilize the effective literacy instruction skills that I had begun to develop in my ED 225 class (*Conceptualization*.) I kept the lesson to an appropriate time limit for this developmental age level. I also considered way that I could encourage socialization through pair sharing (*Communication*.) Finally, this lesson was developed as a precursor to a subsequent lesson regarding rhyming. In order to better prepare the students for the rhyme lesson I needed to allow them to first hear the story while considering the meaning behind the text before I could include the concepts of rhyme (*Integrated Interaction*.)

Created by: Carrie Reno  
Additional Sources: Thanks to Mrs. Kannass for her ideas and input  
Developmental Level: JK

Date: 2/27/2008

## **Goodnight Moon Read-aloud**

### **Goal(s)**

*Wisconsin Model Academic Standards for English Language Arts*

Main Standard: A. Reading/Literature

A.4.4 Read to acquire information.

\* Summarize key details of informational texts, connecting new information to prior knowledge

Substandard (or concept that will be introduced):

A.4.1 Use effective strategies to achieve their purpose in reading.

\* Use a variety of strategies and word recognition skills, including rereading, finding context clues, applying their knowledge of letter-sound relationships, and analyzing word structures

Sub Standard:

### **Pre-assess:**

The students have been working with rhyming pairs and are ready for new challenges. This lesson will be a precursor to a more challenging lesson in which the children will locate the rhyming pairs from the *Goodnight Moon* book and create their own Goodnight page for a class book.

### **Objective**

The students will listen to the story and discuss prior knowledge about bed time routines.

The students will also talk about what the Goodnight Moon book was about.

### **Assessment**

The teacher will ask the students to pair share what they do during their bedtime routine.

The teacher will also ask questions about the meaning of the book after it has been read to insure the children have understood the context.

### ***Materials Needed***

*Goodnight Moon* by Margaret Wise Brown

Items the teacher would use for preparation for bedtime for example:

Cozy pajamas, slipper sox's, pillow etc.

***Time Needed:***

About 10-15 min

***Procedures***

**\*Introduction**

(5 min) First I will tell the students that there are certain things that I do every night before I go to bed. Things that we do over and over have a special name, they are called a routine. The things I do before I go to bed are called my bedtime routine. Each night I do certain things that help me feel more like it is time to go to bed. (I will then model for the children by showing them objects that I use when I get ready for bed) First I tuck in my son Allen and say “Goodnight Allen”. Then I brush my teeth, brush my hair, put on my cozy pajamas, get my favorite pillow and then I am ready for bed. I want you all to think in your heads, don’t say it out loud, but just think in your heads about the things you do before bed or your bedtime routine. I’ll give you a minute to think and then when you are done I want you to turn to a friend next to you and whisper what you do before bedtime.

**\*Developing the Lesson**

(5 min) Okay now that you have shared your bedtime routines, I have a book here that will tell us a good story about a little bunny’s bedtime routine. At this time I will read the story. I will quickly point out no more than three times a rhyming pair in the story. I will say “You know junior kindergartener’s I have just noticed something...these words sound alike, I think that they might rhyme (I may ask the students what does it mean when two words rhyme most likely I will say that these words rhyme because they have the same sounds at the end of the word) ...” I will then model how I find the rhyming pairs by saying the words slowly, paying particular attention to the end sounds that sound alike. The next time I point out a rhyming pair I will see if the students can find the rhyming sound. If they cannot I will model again for them how the words sound the same at the end. If they can say the end sound then I will see if they can find another rhyming pair the third and final time I mention it.

**\*Closure**

(5 min) Once the story has been read I will ask the students to tell me what they learned. I will do this by having the students listen to the question and then raise their hand in the air the way Mrs. Kannass taught them and wait till they are called on to answer. I will ask them if anyone can tell me what the bunny’s routine was before bed, what did the bunny do before he went to sleep? I’ll be looking for a response along the lines of he said goodnight to all the things in his room. If they are struggling with the answer I will help them by saying there was something he said to all kinds of things in his room, what was it?

I will also ask the students. “What did we hear after we read about the things the bunny said goodnight to? Some of the words he said sounded alike? What are those words called that sound alike at the end?” I will again help them with the response if they are struggling to find the answer. When they/we have found the answer I will end with “That is right we call those words rhyming words. Good job junior kindergarteners. You know I just thought of something, it might be fun to see what is in our rooms that we can say goodnight to before we go to sleep. I hope you all enjoyed the story.”

Created by: Carrie Reno  
Additional Sources: Thanks to Mrs. Kannass for her ideas and input  
Developmental Level: JK  
**Goodnight Moon Read-aloud**

Date: 2/29/2008

### **Goal(s)**

*Wisconsin Model Academic Standards for English Language Arts*

Main Standard: A. Reading/Literature

A.4.2 Read, interpret, and critically analyze literature.

\*Draw upon a reservoir of reading materials, including fairy tales, fables, and narratives from the United States and cultures worldwide, to understand plots, make predictions, and relate reading to prior knowledge and experience.

A.4.1 Use effective reading strategies to achieve their purposes in reading.

\*Comprehend reading by using strategies such as activating prior knowledge, establishing purpose, self-correcting and self-monitoring, rereading, making predictions, finding context clues, developing visual images, applying knowledge of text structures, and adjusting reading rate according to purpose and difficulty

*Substandard (or concept that will be introduced):*

A.4.1 Use effective strategies to achieve their purpose in reading.

\* Use a variety of strategies and word recognition skills, including rereading, finding context clues, applying their knowledge of letter-sound relationships, and analyzing word structures

### **Pre-assess:**

The students have been working with rhyming pairs and are ready for new challenges. This lesson will be a precursor to a more challenging lesson in which the children will locate the rhyming pairs from the *Goodnight Moon* book and create their own Goodnight page for a class book.

### **Objective**

The students will relate their prior knowledge of bedtime routines to the bunny’s bedtime routine in the story.

The students will also recall what it mean to rhyme and recognize how the bunny uses rhyme in hid bedtime routine.

### **Assessment**

The teacher will ask questions about the meaning of the book after it has been read to insure the children have understood the context. To assess their understanding of rhyming pairs the teacher will ask the students what it means when two words rhyme. After the read aloud the teacher will go back and reassess the students rhyming skills with the rhyme pair card game that they have been using since the concept was introduced. By comparing the previous assessments with the just completed assessments the teacher can determine if their abilities have improved.

***Materials Needed***

*Goodnight Moon* by Margaret Wise Brown

Items the teacher would use for preparation for bedtime for example:

Cozy pajamas, slipper sox's, pillow etc.

***Time Needed:***

About 10-15 min

***Procedures***

**\*Introduction**

(5 min) First I will tell the students that there are certain things that I do every night before I go to bed. Things that we do over and over have a special name, they are called a routine. The things I do before I go to bed are called my bedtime routine. Each night I do certain things that help me feel more like it is time to go to bed. (I will then model for the children by showing them objects that I use when I get ready for bed) First I tuck in my son Allen and say "Goodnight Allen". Then I brush my teeth, brush my hair, put on my cozy pajamas, get my favorite pillow and then I am ready for bed. I want you all to think in your heads, don't say it out loud, but just think in your heads about the things you do before bed or your bedtime routine. I'll give you a minute to think and then when you are done I want you to turn to a friend next to you and whisper what you do before bedtime. Okay now that you have shared your bedtime routines, I have a book here that will tell us a good story about a little bunny's bedtime routine. Listen to the story very carefully and see if you can find out what the bunny's bedtime routine is.

**\*Developing the Lesson**

(5 min) At this time I will read the story. Once through and ask the children what they think the little bunny's bedtime routine is. I will do this by having the students listen to the question and then raise their hand in the air the way Mrs. Kannass taught them and wait till they are called on to answer. I will ask them if anyone can tell me what the bunny's routine was before bed, what did the bunny do before he went to sleep?

I'll be looking for a response along the lines of he said goodnight to all the things in his room. If they are struggling with the answer I will help them by saying there was something he said to all kinds of things in his room, what was it? Then I will say "You know I think you are right, why don't we read it again and see if that is what he is doing."

Then I will read the story again and this time I will quickly point out no more than three times a rhyming pair in the story. I will say "You know junior kindergartener's I have just noticed something...these words sound alike, I think that they might rhyme (I may ask the students what does it mean when two words rhyme most likely I will say that these words rhyme because they have the same sounds at the end of the word) ..." I will then model how I find the rhyming pairs by saying the words slowly, paying particular attention to the end sounds that sound alike. The next time I point out a rhyming pair I will see if the students can find the rhyming sound. If they can not I will model again for them how the words sound the same at the end. If they can say the end sound then I will see if they can find another rhyming pair the third and final time I mention it.

**\*Closure**

(5 min) Once the story has been read again I will ask the students to think about what they told their friend at the beginning of the story, what their bedtime routine was. Then I will ask them was it the same or different? If there is time I might even ask a student or two how their routine was the same or different (depending on their response.)

I will also ask the students. "What did we hear after we read about the things the bunny said goodnight to? Some of the words he said sounded alike? What are those words called that sound alike at the end?" I will again help them with the response if they are struggling to find the answer. When they/we have found the answer I will end with "That is right we call those words rhyming words. Good job junior kindergarteners. You know I just thought of something, it might be fun to see what is in our rooms that we can say goodnight to before we go to sleep. I hope you all enjoyed the story."

*Students who require additional assistance can be seated closer to the teacher. The teacher can also provide a copy of the book for the student to look through on their own while the teacher is reading, for those who may be disengaged or easily distracted. This will also be a good strategy for those with hearing or vision impairments.*

ALVERNO COLLEGE  
SUPERVISOR'S OBSERVATION  
OF ED 215-R Field Student

(Includes Observation, Seminar Requirements, Logs, and Lesson Plans/Self Evaluation)

Candidate: Carrie Reno Check One: 1<sup>st</sup> Observation  2<sup>nd</sup> Observation  Other   
 Assessor: Robin Blossom Date: 2/29/08  
 Cooperating Teacher: Jenni Karsosa Number of Students: 20  
 School: Washington Elementary Grade: K-4 Subject(s): Language Arts

Directions:	Not Applicable	Exceeds Criteria	Meets Criteria	Minimal Evidence of Criteria	Does Not Meet Criteria	State Standards	Evidence
<p>After each description, check the box that best reflects the candidate's level of demonstration in that area.</p> <p>Please support your choices in the adjacent Evidence section and Final Remarks area at the end of the form.</p> <p>Possible sources of evidence include lesson plans, self evaluations, logs, your observations &amp; conferences with the student teacher.</p>							<p>Circle all criteria observed. Then describe in writing evidence of 2-3 key teaching behaviors. For at least one criterion in each category, also provide evidence of student behavior. Student behavior <u>not</u> required for <i>Planning and Preparation</i> and <i>Professional Responsibilities</i> categories.</p>
<b>Planning and Preparation (Conceptualization/Design)</b>							<b>Candidate Behavior</b>
1. Plans instruction appropriate to students' stages of development and learning styles.	X					2, 3	<p>1) Carrie did an outstanding job of adjusting her lesson plan for it to be more developmentally appropriate for these K-4 learners.</p> <p>2) She included a great opening in which she used objects from home to demonstrate her bedtime routine.</p> <p>3) The read aloud book was very appropriate for the age of learners, so it was one they could easily relate to. (Bordowitz Moon). It also contains many examples of rhyming pairs.</p>
2. Plan includes a motivating opening.			X			2, 4	
3. Activities and materials are well chosen.			X			1, 2, 4	
4. Plan reflects use of an effective theoretical model, such as Holdaway, Cambourne, Vygotsky, etc.			X			5	
5. Plan encourages student progress and engagement.			X			7	
6. Plan includes adaptations for students with specific needs and learning styles.			X			2, 3	
7. Questions are planned in advance.			X			1, 4	
8. A meaningful closure concludes planning process.			X			1, 4	

Exceeds Criteria  Meets Criteria  Minimal Evidence of Criteria  Does Not Meet Criteria

FORM NO. 723

Supervisor Observation ED 215-1 Candidate Carrie Reno Date 10/1/08

	MA	EC	MC	MEC	DNMC	State S	Evidence
Classroom Environment (Coordination/Integrative Interaction)						Candidate Behavior	Student Behavior
1. Offers explicit praise to students.			X			2, 6	<p>① Used the book to demonstrate activation of background knowledge and to create a context for learning about rhyme.</p> <p>② Asked the children to share their own bedtime routines.</p> <p>③ Expressed and modeled how she wanted the children to let her know if they had seen/read the book before.</p> <p>④ Student turned and whispered to their partners their bedtime routines.</p>
2. Teachers and students connect to one another by smiling, sharing and helping.			X			6	
3. Respects each child as an individual.			X			3, 6	
4. Supports students as they work independently and collaboratively.	X					5	
5. Manages transitions efficiently.	X					5	
6. Effectively uses resources and curriculum materials to develop the ideas being taught.			X			4, 6	
7. Manages student attention by engaging them productively in learning experiences.			X			1, 5	
8. Clearly communicates expectations and procedures for behavior and assignments.			X			6	
<input type="checkbox"/> Exceeds Criteria <input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Minimal Evidence of Criteria <input type="checkbox"/> Does Not Meet Criteria							

Instruction (Communication, Coordination/Integrative Interaction)						Candidate Behavior	Student Behavior
1. Demonstrates knowledge of content throughout delivery.			X			1	<p>① Used a highly engaging book to connect to background knowledge and to set the context for rhyme.</p> <p>② Shared forward in her chair, smiled and demonstrated reading as a pleasurable activity.</p> <p>③ Children connected easily with the text by relating their own routines and were able to begin to recognize rhyme, pairs.</p>
2. Presents content in developmentally appropriate ways.			X			1, 4, 2, 7	
3. Consistently demonstrates enthusiasm.			X			6	
4. Models and supports active listening, discussion and thoughtful responses in reading, writing & speaking.			X			2, 6, 10	
5. Challenges and supports student thinking by using: <ul style="list-style-type: none"> <li>• different types of explanations</li> <li>• various levels of questioning and discussion techniques Bloom's Taxonomy</li> <li>• techniques that repeat and/or extend student responses</li> <li>• a variety of modalities (visual, auditory, kinesthetic)</li> </ul>			X			1, 4, 5, 6, 7	

FORM 208  
0907 ED

Supervisor: Observation Candidate: Carrie Elizabeth Reno Date: 11/1/00

Instruction (Communication, Coordination, Diagnosis, Integrative Interaction) continued	NA	EC	MC	MEC	DNMC	State S	Evidence	
							Candidate Behavior	Student Behavior
6. Focuses student attention on lesson objectives.			X			7,1	<p>⑥ Focused the learners on activities, connects background knowledge and on noticing rhyming pairs. (This was not directly stated to be children's, however)</p> <p>⑦ Kept the lesson focused - kept it moving. "There wasn't any 'bird walking'."</p> <p>⑧ Accepted plans by explaining the word 'mud' when a child asked what that was.</p>	<p>① Students were paying attention, responding appropriately to questions posed. They were beginning to identify rhyming pairs and to generate rhymes of their own.</p>
7. Actively engages students in meaningful learning and keeps them on task.			X			2, 4, 6, 7		
8. Adapts plans as needed.						3, 7		
9. Varies role in instructional process (instructor, facilitator, coach, audience) in relation to content, purposes of instruction and needs of learners. (Holdaway Model, etc.)			X			2, 4		
10. Is respectful of cultural and gender differences.	X					3		
11. Relates learning to students' previous learning and/or to students' personal experiences.			X			2, 3		

Exceeds Criteria  Meets Criteria  Minimal Evidence of Criteria  Does Not Meet Criteria

Assessment (Diagnosis/Integrative Interaction)	NA	EC	MC	MEC	DNMC	State S	Candidate Behavior	Student Behavior
1. Provides feedback to learners (oral and/or written).			X	X		2, 8	<p>① Non-verbal feedback was very positive and encouraged children to share.</p> <p>② Asked more open-ended questions that just didn't follow me - right answer.</p> <p>③ Plans to use this information gained about the children's ability to recognize rhymes in the next lesson.</p>	<p>① Children began to share what they noticed about rhyming pairs and generated rhymes as well.</p>
2. Focuses the students' attention on the process of learning rather than just getting the correct answer or finishing an activity.			X	X		2		
3. Assessment relates directly to objectives.			X			8		
4. Students self assess (oral and/or written).			X			2, 8		
5. Assessment was well chosen for lesson content.			X			1, 8		
6. Uses information from lesson and assessment in planning of future lessons.			X			3, 7, 8		
7. Reflects on own performance in relation to student learning and WI teacher standards.			X			8, 9		

Exceeds Criteria  Meets Criteria  Minimal Evidence of Criteria  Does Not Meet Criteria

Carrie recognizes the need to clearly relate the assessments to the objectives.

ED 420 PD 401

Supervisor's Observation  
ED 215-R

Candidate: Carrie Reno Date: 2/29/08

	Q	NO	EC	MC	MEC	DNMC	State S	Evidence
<b>Professional Responsibilities (Communication/Inspirative Interaction)</b>								
1. Demonstrates professionalism through timely completion of work for Classroom <u>X</u> Seminar <u>X</u>	1, 2		X				7, 9	<p>Carrie's logs show a deep level of understanding of ED 220 content and strong analysis. They are consistently in their thoroughness.</p> <p>Carrie showed a wonderful attitude toward receiving feedback. She says feedback should have been from her supervisor and her OT and "checked" her lesson several times as a result.</p> <p>Has already completed the "event" &amp; writing in the log. (2/29/08)</p>
2. Demonstrates professionalism through regular attendance, arriving on time. School <u>X</u> Seminar <u>X</u>	1, 2			X			9	
3. Relates professionally and effectively with students, cooperating teacher <u>X</u> , staff <u>X</u> , and supervisor <u>X</u> (including initiating conversation, and problem solving). (Social Interaction at Level 4)	1, 2			X			9, 10	
4. Completes self assessments, reflecting on planning and implementing of lessons.	2		X				9	
5. Is willing to give and receive help.	2		X				8, 9	
6. Demonstrates Effective Citizenship by attending a school/parent event and completing an accompanying log.	1, 2			X			8, 10	
7. Actively participates in seminar by offering ideas, sharing materials and supporting peers. (Social Interaction at Level 4)	1, 2			X			10	

Exceeds Criteria   
 Meets Criteria   
 Minimal Evidence of Criteria   
 Does Not Meet Criteria

**ADDITIONAL COMMENTS:** *Carrie conducts herself in a highly professional manner. She consistently displays a positive attitude toward learning, and in turn, has a strong impact on everyone around her. She is totally focused on the children and on their learning. Self-reflection is particularly strong.*

Overall Performance

Exceeds Criteria   
 Meets Criteria   
 Minimal Evidence of Criteria   
 Does Not Meet Criteria

Number of students being taught: 20 Validated: Yes  No

White: Candidate    Yellow: College Supervisor/Education File    Pink: Cooperating Teacher

FORM NO. 105  
1907 ED

Alverno College  
 Milwaukee, Wisconsin

**COOPERATING TEACHER FEEDBACK SHEET**  
 ED 215-R

Lesson One

Carrie's lesson planning and lesson implementation was organized, child-centered and reflective. She spent time initially learning about the literacy goals for junior kindergarten and then chose to plan a lesson around rhyming. She turned her lesson into one ahead of time and was responsive to feedback. During the lesson, Carrie did a nice job of engaging the children and activating their background knowledge by bringing in items reflective of a bedtime routine. Carrie also modeled "Think, Pair, Share" which allowed the children to think about their own bedtime routine. After the lesson, Carrie was self-reflective and she thought of what she would change if she did the lesson again. Carrie and I discussed Cooperating Teacher's Signature Jennifer Kanas

Grade JK Date 3/11/11 Did  Did Not  meet criteria

the language she can use for rhyming for the next lesson to help students understand what makes words rhyme.

**Alverno**  
 COLLEGE

**ED 215-R PREPROFESSIONAL FIELD EXPERIENCES**  
 Evaluation by Cooperating Teacher

Directions: Please note student's strengths or areas in which s/he can improve in each category below. When possible, please provide specific examples or comments to support your view.

- Conducts self in a professional manner (e.g., attendance, preparation, respect)  
 Carrie arrived early to every practicum date. She was always respectful and prepared. She turned her lessons into me ahead of time.
- Encourages development of a positive self-image in learners e.g., gets to know students, positive interactions with students)  
 This area is a strength of Carrie's. She quickly knew all of the children's names. She knew their interests, strengths and weaknesses. She always interacted positively.
- Interacts effectively with students, colleagues, administrators, parents and put the modeling with the students grew as the semester went on.
- Demonstrates effective preprofessional teaching skills (e.g., planning, implementing lesson)  
 Carrie welcomed feedback and implemented concepts learned in class and in the classroom.
- Communicates effectively through speaking, writing, and listening modes (e.g., gives clear directions, listens to students, uses media)  
 Carrie always actively listened to the students in the classroom.

Final Comments/Suggestions for Student:

Date \_\_\_\_\_ Student's Name Carrie Reno  
 Grade/Subject JK Cooperating Teacher Jennifer Kanas  
 School Washington

White: Student  
 Pink: College Supervisor

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