

## TASK 2: INSTRUCTION COMMENTARY

Respond to the prompts below (**no more than 6 single-spaced pages, including prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Commentary pages exceeding the maximum will not be scored. You may insert **no more than 2 additional pages of supporting documentation** at the end of this file. These pages may include graphics, texts, or images that are not clearly visible in the video or a transcript for occasionally inaudible portions. These pages do not count toward your page total.

- 1. List the learning experience(s) you have selected for the 2 video clips you are submitting.** Identify the learning experience(s) by plan day/number.

[ I have selected learning experience 1, and learning experience 2 for the two videos I have selected. The video segment from learning experience 1 happens after we finish reading *A Giraffe and a Half* together with a focus on looking and listening for rhyming words. The video segment for learning experience 2 happens after we complete the snowball activity, and start the writing portion with partners. ]

- 2. Promoting a Positive Learning Environment**

**Refer to scenes in the video clips** where you provided a positive learning environment.

- a. How did you demonstrate mutual respect for, rapport with, and responsiveness to children with varied needs and backgrounds, and challenge children to engage in learning?

[In Video 1, Segment 1 (0:36-1:03), I demonstrate mutual respect and rapport with, and responsiveness to children listening to what they have to say, acknowledging it, repeating it and responding to it. In order to challenge the children, after responding, I will ask a guiding question to challenge and further their thinking about rhyming. In the video segment, I asked “what makes these two words rhyme, what do you notice?” The child who responded said “because there is an ‘o’ and an ‘n’ and a ‘a’ and a ‘g’.” While she was answering, I was acknowledging and affirming her answer by nodding and making eye contact with her. When she was finished answering, I said “So B noticed that this part of the word (while underlining the ‘agon’ in each word) in each word are what?” Many kids shouted out “The same.” To answer my question. During this clip, I never gave them the correct answer, or answered for them, but instead posed questions to challenge their thinking, and to affirm their answers. When I was writing on the board, I made sure to say the child's name so that they knew I heard them and was responding to their answer to my question. This continues throughout the video, is repeated many times so that the children have a firm grasp of the lesson and the questions I am asking them. Also, in Video 1, segment 1 (5:32-5:53), I established rapport and respect with students by giving the student, C, time to think and process her answer. I will count to 10 in my head, usually, to give students time to think, and process their thoughts before moving on to someone else. After giving student, C, time to think, I let her know that she could have some more time to think about it and I will come back to her when she is ready to share. Instead of immediately moving on to another student, I gave her time to think and respected her thought process in circling back to her at a later time.

In Video 2, Segment 2 (3:47-4-00), I am establishing rapport and respect with student M by encouraging him to do his best and letting him know it is okay if his drawing doesn't look exactly like the picture that he is referencing. It starts with me saying “Do your best, M, and try to draw a bat. Okay? Do your best. It's okay if it doesn't look like the picture. I want *you* to draw *your* best

bat.” By saying this, I am respecting his work, but also challenging him to do his best, and reiterating that his best is individual to him, and it doesn’t mean looking *exactly* like the picture. This builds rapport with him by letting him know that my expectations of him are high, but I don’t expect him to copy the bat perfectly, like the picture he is referencing. ]

### 3. Engaging Children in Learning

Refer to examples from the video clips in your responses to the prompts.

a. Explain how your instruction engaged children in

- language and literacy development, **AND**
- active, multimodal learning

[ In learning segment 1, video 1 (3:39-4:30), my instruction engaged language and literacy development by asking for examples of rhyming words and asking further questions about the rhyming pairs the children gave as examples. For example, When I called on student, D, and he gave the example of ‘mug’ and ‘rug’, I asked him to tell me what he noticed about the words rug and mug when I wrote them down on the board and he could see the words as well as hear the sounds they make when he says them out loud. This also produced active and multimodal learning because he could listen to the words, as well as see them written down on the board. This supports both visual and auditory learners, and engaging in conversation and asking for examples supports kinesthetic learners as well as creates an active learning environment that is engaging to students. Having a dialogue with them keeps them engaged, and active participants in the activity because it values what they think, and what they have to say, and lets them know that their input is appreciated and heard.

In learning segment 2, video 2 (3:07-3:31) I am engaging with student, J, and student, C, in ways that are multimodal by giving them room to decide how they would like to interpret the activity for themselves. They had options to take turns, to do it at the same time or to do it together, if they wished. This approach is hands on, and therefore kinesthetic. It is great for visual learners because they have the snowball rhyming pair to reference and look at while they are writing and drawing. For auditory learners it is appropriate because it is open for dialogue, both between the partners, J, and C, and also with me about their ideas for their paper and for their rhyming words.. For example, student, J, says “You can say I run, and he says ‘sun’”. “I run in the sun” (They both say sun together). Student, C, says “And that’s a first grade sentence!” I affirm their ideas by agreeing with them saying “You may absolutely write a sentence, you and your partner may write a sentence with your two words if you would like to.” This helps them develop language and literacy by exploring different ways to write their rhyming word pair together. They come up with ideas to use the words in a sentence, that they write together, and have to work together and focus to communicate sentence order and what words they want to write in their sentence. ]

b. Describe how your instruction linked children’s development, prior learning, and personal, cultural, and community assets with new learning.

[ In learning segment 1, video 1 (3:39-4:30), I linked children’s prior learning by recognizing and affirming that student, D, found a rhyming pair that was not from our book, but one that he had thought of himself. In doing that, I made a rhyming pair using the student’s name. I stopped, addressed it, so students who may not have heard it could listen for the rhyme, and then circled back to the example that student, D, gave. This linked our lesson personally to student, D, but

also to the class because they know student, D, on a personal level. By relating a rhyming pair to a classmate it helps the students to connect more to the material we are covering together.

In learning segment 2, video 2 (3:07-3:31) student, J, and Student, C, are connecting our writing activity to prior knowledge about 'first grade sentences' (more detailed sentences using describing words and letting the audience know more about what you are writing. So instead of writing "I run." I would ask, Well, where do you run? and they would give me more details about where they are running.) They applied their prior knowledge about writing using 'first grade sentences' to this activity because I gave them the freedom to do so. Even though in my directions I told them to write the rhyming words, they took it to the next step, by themselves, because they were able to access the prior knowledge that they had about writing in sentences.]

#### 4. Deepening Children's Learning during Instruction

**Refer to examples from the video clips** in your explanations.

- a. Explain how you **elicited and built on children's responses** to promote children's language and literacy development through active learning.

[ In learning segment 1, video 1 (1:04-1:54), I built on student, I's, response when she gave the example of "whale and tail". I contemplated spelling out the words phonetically since we were focusing on endings of words that were the same, but decided that, if any of the 'tricky' words came up we would address them and use them as a learning experience to bring us to a more challenging level and open them up to the knowledge that some words sound the same, but are spelled with different letters. So when student, I, brought up whale and tail, I thought it a perfect opportunity to address it, and move on, so that the students know we won't be *focusing* on those rhyming pairs but will continue to address them as they come up. This also builds on their language and literacy learning because it introduces new vowel sounds and ways to spell words than those they already know. By introducing the rhyming pair as 'tricky' I let them know that we will not be focusing on those words yet, but give them an insight to why they are tricky, and moving on from there until we circle back to them (or they become introduced in 1st grade).

In learning segment 2, video 2 (1:13-1:45), the students and I are going over the information about rhyming words that we have talked about previously. I ask them what they remember about rhyming words, and student, A, says that they have the same ending, I challenge her, and the rest of the students, because they know that most rhyming words have the same ending, to sound out the rhyming words *with* their partner so that they are the same, just like we have been talking about. That means that they have to actively participate with their partner and make sure they are hearing the same sounds, and writing the same letters in order to have the same ending of their rhyming word pairs. By challenging them to do this, not only by themselves but with a partner, they have to communicate what they know and understand to each other, and build off of what they know together .

- b. Explain how you made interdisciplinary connections in ways that deepen children's development of language and literacy.

[In both video 1 (1:19-2:02) and video 2 (1:24-1:45), I am making interdisciplinary connections through english language arts and social emotional development. In both videos there is dialogue, input and comments by both the students and myself. We are connecting between social emotional development (as addressed in state goal 32--use social-awareness and interpersonal skills to establish and maintain positive relationships; learning standard c--use

communication and social skills to interact effectively with others.) and english language arts (learning about rhyming, pairing, poetry, listening for rhyming sounds, writing out the words phonetically etc). Discussion is the main way we are interacting in both of the videos and allows for the students to process their thoughts, learn to think critically, develop a deeper understanding about rhyming words and working together. The discussions are challenging, and using higher order thinking, the children give examples and use their prior knowledge to answer and add to the discussion. ]

## 5. Analyzing Teaching

**Refer to examples from the video clips** in your responses to the prompts.

- a. What changes would you make to your instruction to better support children’s learning related to the central focus? Be sure to address the needs of all children, including those who need greater support or challenge.

Consider the variety of learners in your class/group who may require different strategies/supports (such as children with IEPs or 504 plans, English language learners, children at different points in the developmental continuum, and/or gifted children).

[In video 1 segment 1, in order to better support children’s learning related to the central focus (rhyming), I could have had students come up and underline the parts of the words that were the same for themselves. This could have helped them better connect to the activity and what we were talking about. For some of my lower students I could have had them come up to the paper and point to the letters that they see that are the same in each word. In (2:46-2:57) when student, J, gives the example “bee, sting”. I could have addressed that more fully instead of saying “hmm I don’t know if those are rhyming words.” and moving on. Instead, I could have written out the words, to show *why* they are not rhyming words and addressing it, rather than blowing over it and moving on. This was the first lesson out of 4 that we did on rhyming words. Because I was following the gradual release model, where I as the teacher, start off guiding the children through the lesson, and then as the lessons go on , give them more and more independence as they learn how to rely on others and then eventually do it themselves as independent practice, it was my job to guide the children through any comment that was made about rhyming words, and help to give them them positive examples and model for them as they start their work. So when one student gives an answer that is wrong, it is my job to show them why, and how to fix it (without saying “you’re wrong, try again”).

In video 2, segment 2, (3:05-3:40) I could have challenged both groups of students, who give examples of sentences they want to write, even further. Since we have been working on ‘first grade sentences’, as student, C, says, I could have challenged them further to add more details to their sentence OR to write *more* sentences collaboratively. For my group with the girl and boy, I could have worked with them more on their sentence as well, giving them feedback and support as they wrote, instead of saying “yes thats a great sentence”. I wanted the groups to have more independence in this activity (because of the gradual release model) but since this was the second activity out of the 4 that we we were doing together about rhyming, more support and guidance would have helped to challenge their thinking, and their writing skills more by getting them to think about the sentences they wanted to write, how they could add more details, where they would use the rhyming words, and how they could split the work so that they, as partners, could collaboratively do the activity. That could have been used as a base so that then they, as partners could continue to challenge each other, given the foundation that was built in the questions that I brought to them. ]

- b. Explain why you think these changes would improve children's learning. Support your explanation with evidence of children's learning **AND** principles from developmental theory and/or research.

[ In video 1, segment 1, specifically (2:46-2:57), I could have addressed the rhyming pair that the student gave me, that was not correct, more fully. Instead of brushing over it and moving on I would take the time to write it out and look at the words (bee and sting). I could have asked other students what they thought and opened a discussion on it. Since I am using the gradual release theory (where the activities start off teacher lead, and very guided, then slowly, lesson by lesson, start to be more student lead, until they are confident enough to do the activities as independent work.) and this was the first lesson, it was my job to spell everything out and explain thing as they came up (like I did with the words that sound the same but are spelled differently 'whale and tail'.) This would have helped the children gain a better understanding of what rhyming pairs are and also the tricky sound of 'ing' so that we could move forward more confidently. The other change I would have made would be to have students come up and either underline or point to the letters that they see are the same in each word. This would have helped to solidify (kinesthetically) rhyming word pairs further before we move on to other activities.

In video 2, segment 2, specifically (3:05-3:40) I would challenge my groups further with their sentence writing, especially because (the boy group) brought up that they would like to write a sentence collaboratively using their rhyming word pair and also using first grade sentences. I would have given them questions such as what details can you add? Could you split your words up and make a short poem out of them, working together? And set them up to ask those questions themselves and to each other to extend their thinking about rhyming words and poems. For my boy and girl group, I would have guided them more in their sentence writing, especially student, M, to help him think further about rhyming pairs and why his word matches his partners. I also might have challenged him to add more details to his drawing of a bat, and talked about the different parts of a bat (wings, ears, feet, eyes, nose etc) and the color of a bat (because his favorite color is orange and he tends to color everything orange no matter what it is.) For student, M, this would have extended his thinking about what a bat is, and in relation to the rhyming words, be able to understand the written relation to the pair (bat and cat). For my boys group, extending their thinking about sentences and poems would have helped them to solidify their thinking about rhyming more fully because they have my guiding questions to help guide one another, and begin to branch out more on their own by having a chance to do it themselves and with one another. ]

### **Transcript for Learning Segment 2 Clip 2**

**Teacher:** Okay. SO we each have our rhyming partners. Can you touch your rhyming partner? Touch your rhyming partner. Who is your rhyming partner? Who is your rhyming partner? OKay. So let's go around and let's say our rhymes. Okay? So let's start with (student 1) and (student 2).

**Student 1:** Sun, run.

**Student 2:** I'm gonna run!

**Teacher:** Sun, run. Okay, go ahead (student 3) and (student 4).

**Student 3:** Sock, clock.

**Teacher:** Sock, clock. Okay (student 5) and (student 6).

**Student 6:** Bat, cat.

**Teacher:** Bat, cat. Okay. So, look at the snowball that you have, (student 1), look at the snowball that you have, and that's the picture that you are going to draw. Okay? So I'm going to fold a paper in half and you and your partner -- listen (student 3) and (student 4) -- you and your partner are going to draw the pictures that you have and then you're going to write the word. So remember about rhyming words? How do we know that they rhyme? How do we know that rhyming words rhyme? (Student 3)?

**Student 3:** Because they have the same ending.

**Teacher:** Because they have the same ending. So when you and your partner spell out your rhyming word, (student 5), what's the ending going to be like in both of your words?

**Student 3:** The same

**Teacher:** The same, right. So when you are spelling out your word, I want you to do your best to sound it out together so that when you write it out both of your endings are what?

**Student 4:** The same.

**Teacher:** the same, right. Okay,

**Student 2:** Are we gonna write our sentence?

**Teacher:** Yes, then we are going to write our sentence. Okay, heres your paper. (student 6) who are you sharing with? \*student 6 taps student 5\* (Student 5). (Student 5), who's your partner?

**Student 5:** (Student 6).

**Teacher:** (Student 6)'s your partner, so you're going to share what?

**Student 5:** Paper

**Teacher:** A paper. Here's your paper.

**Student 2:** First we're going to write...

**Teacher:** First you're going to draw your picture. (Student 5) you're sharing with (student 6), okay? So (student 6) is going to draw her picture on this side, and you're going to draw your picture on this side.

**Teacher:**\*passes out pencils\* (Student 5) I'll scootch you closer to (student 6), okay? So you guys can share. You're going to draw a picture of what? What are you gonna draw a picture of (student 5)?

**Student 5:** A bat.

**Teacher:** A bat. So you have a picture of what you're going to draw on your snowball. So you can use that as a reference if you want. So (student 5) you're going to draw a bat on this side of the paper, okay? If you need to you can take turns. Yes?

**Student 2:** So you can say, like, I run, and he say sun.

**Teacher:** mhmm

**Student 2:** I run

**Student 1:** Sun and run.

**Student 2:** I run in the sun

**Teacher:** Right, yes, absolutely (student 2) you may write a sentence.

**Student 1:** And that's a first grade sentence!

**Teacher:** That is a first grade sentence. If you and your partner want to, you may write a sentence with your two words, with your two rhyming words. (student 6)?

**Student 6:** The cat runs into the bat.

**Teacher:** The cat runs to the bat, yeah, that's a good sentence.

**Student 5:** Yeah, I dunno how to draw a bat.

**Teacher:** Well you have a picture of a bat right here, so you can look at it while you draw. So do your best (student 5), and try to draw a bat. Okay? Do your best. It's okay if it doesn't look like the picture. I want you to draw your best bat. Okay? So you're not writing on this, you're writing on the paper. This is a reference to look and see what a bat looks like. Okay?

**Student 3:** Look at my picture!

**Teacher:** I saw, it looks nice. So when you're done drawing your picture what's the next step?

**Student 3:** Writing our sentence.

**Student 6:** (Student 5) is writing super big.

**Teacher:** Mhmm, so you can color your pictures when you're all done.

**Student 2:** Oh my gosh (student 5) is a artist.

**Student 4:** So I can color this black?

**Teacher:** Yes, absolutely. Keep in mind you have this entire paper to fill your picture with.

**Student 2:** Look at (Student 5)s drawing!