

EDU 520 Presentation of Learning

Esmeralda Garcia



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Focus



Students

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Intervention/Scaffolding



Student 1: A Striving Reader

- An ELM student reading at an H (above average). They are able to take in the information and revert back an explanation of their thinking. An area to improve-confidence. I aim to support this student to develop self confidence and ability to communicate their thoughts and opinions.
- Scored 25/26 on sound and letter recognition - assessment.



Student 2: At-Grade Level

- IEP learner who benefits most from visual aids and smaller bites of learning information. Student is working on self advocacy.
- Support with having visuals of the questions and with the amount of small group opportunities
- Currently at D on her FandP and scored 19/26 on sound and letter assessment



Student 3: Above Grade Level

- This individual would benefit from additional challenges.
- Reading level above average and is currently at an L level in first grade. This student enjoys reading and loves to read during his free time.
- 26/26 on assessment

**A Day in My
Literacy
Classroom**



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Morning Work: Journal in their workbook with a prompt “In your own words which do you think is better pizza or burgers and why?” (20min time to write)

- Journal for 20 min to answer the prompt
- Share their thoughts to the person sitting next to them (5min each)

Readers Workshop: Read my **Opinion** writing piece that can work as a model text for students who will then be writing their own opinion piece during writers workshop. In relation to Topic: Food

- Have **students** share their **thoughts** on the reading piece with a partner something they notice, summarize, or wonder (2min each)
- Then read opinion piece as a whole class (15min) have students analyze text as the teacher models and asks students what they think she should add to the notes
- The piece will be projected as the teacher jots down the students thoughts of what to analyze. This will be helpful for students who are visual learners and so they can too add to their own reading notes
- Students will also have time to read an opinion piece of their own from a selection of 4 different pieces provided by the teacher. (15min)

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Writers Workshop: Students will have a discussion about “Are opinions important? Why do they matter?” students will be given 1min thinking time then they will share their thoughts with their table groups (2 min each to share total 8min) Students will reconvene to share their thoughts as a whole group (8-10min)

- Students will then be given the opportunity to start their own piece of opinion writing. They will be given the freedom to write about their favorite food.
 - Ex: “I think apples are the best fruit ever because”
- Students will be given (2min) thinking time
- Students will share with a partner their idea of what they might write about(1 min each)
- Students will then be able to write their story and can add pictures before or after depending on the students preference.
- Students will be gathered as a group on the rug and be directed to sit in a group of two or three to share their opinion.

Opinion Sentence Starters

- I think...
- I feel...
- I know...
- I believe...



- In my opinion...
- The best thing about...
- Everyone should...
- ...is better than...
- because...
- If you liked ...
- then you will love ...

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Standards/Goals

B

Focus: my striving readers



Speaking & Listening

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Writing

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.


Reading

RL.1.1 Ask and answer questions about key details in a text.

RI.1.8 Identify the reasons an author gives to support points in a text.


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Future Practice

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- Students will continue to work on Opinion writing and begin to support their opinion through reasons
 - We will read examples of previous students work on opinion writing and analyze the reasonings
 - We will then be given the chance to continue to add details to the reasons we may have started on our previous writing or create a new opinion piece
 - We will work on draft after draft to then a final product of our first piece of opinion writing completed with reasons
 - Students will then be able to share their final draft with a “cafe walk and talk” where students will alternate dates to be able to share their piece to their classmates

Opinion I want ...
I think ...
If I had ..

Reason #1 because
first

Reason #2 and
second

Reason #3 also
third
another reason

Opinion So please


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Thank you!



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