

Address each segment of your lesson plan in light of these guiding questions. Divide the reflection into sections based upon the component of literacy or activity conducted. **Highlight** where you describe what you are going to change in the next lesson as a result of your reflection. You may use the questions from Evaluation Part B from the VCU Lesson Plan to guide your reflection.

What did I learn about the student?	What did I learn about my own teaching?
<p>Handwriting/Phonics:</p> <p>I previously mentioned this in last week's reflection. It seems that writing the letters j, p, and q above the line has become a habit. As Brooklyn wrote words that start with the letter p, she had to erase and correct her letter formation. I learned that Brooklyn is determined and willing to learn.</p>	<p>Handwriting/Phonics:</p> <p>Did the student meet your objective, and how do you know?</p> <p>Yes, Brooklyn was able to form the letter p correctly. She did have to erase and rewrite multiple times as she wrote puppy.</p> <p>Did this section address the needs of the student?</p> <p>Yes, I created this section with Brooklyn's handwriting needs in mind.</p> <p>What were the strengths and weaknesses of this section?</p> <p>Strengthens: Since Brooklyn continued to revert back to the incorrect formation of the letter p. We came up with additional words to write to get further practice.</p> <p>Weakness: I wonder if there is an additional visual aid I can use to support her handwriting.</p>
<p>Word Work/Phonics: letter sound /w/</p> <p>Teaching this lesson I learned that Brooklyn knows how to clip letter sounds but needs reminders. It seemed that the phrase clipping the sound was new to her. I expanded the instruction by explaining that when we clip letter sounds we are preventing additional sounds attached to the letter we want to say. We practiced not clipping and clipping consonant sounds. Before moving on to the specific instruction on the letter sound /w/.</p>	<p>Word Work/Phonics:</p> <p>Did the student meet your objective, and how do you know?</p> <p>Yes, Brooklyn did a great job clipping the /w/ sound. Due to other classmates working on the PAST assessment. We also covered clipping additional consonants including /p/, /j/, and reviewed /y/ from last week.</p> <p>Did this section address the needs of the student?</p>

	<p>Yes, I created this lesson with Brooklyn's specific phonic needs in mind.</p> <p>What were the strengths and weaknesses of this section?</p> <p>Strengths: The strength of this section is adding a review of the previous week's letter sound. I also referred to a consonant sound chart I printed off to aid Brooklyn and I.</p> <p>I plan to review previous weeks' phonics practice to promote further skill development and understanding.</p>
<p>Word Work/Phonics: Elkonin Boxes</p> <p>While introducing the Elkonin boxes I could tell Brooklyn was unfamiliar with this phoneme strategy. After teaching this lesson I learned that Brooklyn has the skills needed to identify the number of phonemes in a word. We practiced words with 3-4 phonemes. Overall she did a great job.</p>	<p>Word Work/Phonics:</p> <p>Did the student meet your objective, and how do you know?</p> <p>Yes by the end of instruction, Brooklyn was able to identify how many phonemes. I told Brooklyn how we used the Elkonin boxes and laid out both the 3 and 4-phoneme boxes. I think placing both boxes in front of her causes some confusion. The first word we did was crab, she intentionally said 3. We sounded the word crab out together and determined it was 4. When this happened I reminded/retaught Brooklyn that we may use the 3 or the 4 phoneme boxes. After this reminder, Brooklyn correctly identified the phonemes and which box to use. She finger counted as she sounded out each word and then completed the Elkonin box activity.</p> <p>Did this section address the needs of the student?</p> <p>It's hard to say. This section had beneficial practice on phonics but I am still learning what specifically Brooklyn needs assistance on.</p> <p>What were the strengths and weaknesses of this section?</p> <p>Strengths: I think the strength was realizing that instruction needed to be retaught with clarification so that Brooklyn would succeed.</p>

Weakness: I think the weakness of the lesson was placing two boxes in front of her at the beginning of the activity. Next time I do this lesson I will ask her to first sound out the word to identify the number of phonemes. Then provide the correct Elkonin box needed for the activity.

Word Work: PAST Assessment:

While giving this assessment I learned that Brooklyn has the basic phonemic awareness skills. She was able to provide the correct response with automaticity for 90% of the assessment given. Under level G, (g)um change to /th/, thumb. She paused to think, said /th/, then said thumb. She got to the correct response but it took her a second to get there. The /th/ sound is quieter and is hard to make louder. I wonder if she couldn't really hear the sound I made and that caused her to pause. Next week I will be aware of the classroom volume level and the level I am speaking. I will also remind Brooklyn to look at my mouth as I say the words and sounds.

Nonfiction Article Writing Response:

Brooklyn and I worked together to add to a KWL before reading the passage about honeybees. I noticed that the known facts were not the commonly known facts I assumed she would say. I also noticed that Brooklyn had a hard time coming up with wonders. Without giving answers, I tried to jump-start a question she had about honeybees. I read the majority of the passage and Brooklyn read one. I noticed as she read she did not pause where periods are.

Word Work: PAST Assessment:

Did the student meet your objective, and how do you know?

Yes, My objective was to see her phonemic awareness skills.

Did this section address the needs of the student?

It's hard to say if this section met the needs of the student since it was an assessment. This section will help me create future lessons that address Brooklyn's specific instruction needs.

Nonfiction Article Writing Response:

Did the student meet your objective, and how do you know?

Kind of, We started running out of time so the quality of writing may not be her best. I was not able to look over her written response before sending her back to class. I was not able to help her in editing her writing. Reading through her response I was excited to see that she included two vocabulary words. However, She only had one period at the end of a very very long sentence. This tells me that she needs more instruction and practice in pausing and adding periods to her writing. For future passage readings and read alouds I will make sure I model reading with pauses. I wonder if there are other strategies I can incorporate to help strengthen her writing ability. Would providing an example of what I am looking for help?

<p>Read Aloud: I did not get to this part of the lesson.</p>	<p>Did this section address the needs of the student?</p> <p>I think It helped me more than her due to running out of time. I was able to get a better understanding of her writing ability and reading fluency. This section did meet her need to hear examples of reading with fluency, especially emphasizing the pause for periods.</p> <p>What were the strengths and weaknesses of this section?</p> <p>Strength: I didn't get to fully teach this section due to running out of time. I wasn't planning on letting her read some of the passage but she asked to read the long paragraph. I am thankful I let her read because I learned that she could benefit from further reading fluency instruction.</p> <p>Weakness: I was struggling with how to help Brooklyn come up with wonders. I think next time it would be beneficial to have pre-written questions I can refer to if needed.</p> <p>Read Aloud:</p>
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Goal to improve my teaching for the next session:

My goal is to continue writing beneficial anecdotal notes to use in future lessons and to have better time management.

Highlight your goal area: ☐ Assessment ☐ Learning environment ☒ Planning for instruction

☐ Engaging and supporting students in learning ☒ Developing as a professional ☐ Advocating for Social Justice and Equity and Developing Family and Community Relationships

Support needed: (You may not have anything here, and that is okay.)