VIDEO NOTES: 6th Grade Significant Needs Special Education ELA Lesson on First Person

Video Links: 6th grade significant needs special education ELA lesson on first person
Common Core State Standard: see "What could this teacher do to improve?" below
Compass Components and Ratings: Managing classroom procedures (2c), *Effective Proficient*
Engaging students in learning (3c), *Effective Proficient*
Lesson Objective: Create sentences written in first person.
Context: The students in this video have individualized learning goals aligned to their specific needs and strengths. As you view the video, look for evidence of the incorporation of these learning goals, including: writing a simple, declarative sentence including punctuation using recorded answers, word processor, or traditional pencil; increasing length of responses and/or requests from 0 - 1 word to 2 - 3 words using first person (orally or in writing); turn taking; purposeful writing; and increasing attention to task during activity of high interest.

Compass Component 2c: Managing Classroom Procedures (Rating: *Effective Proficient*)	
Indicators	**Evidence**
Students are productively engaged during small group work. Classroom routines function smoothly. Students take the initiative with their classmates to ensure that their time is used productively. *(Highly Effective indicator)*	• By the end of the lesson, each pair of students had "I" statements to share with the group, indicating they were productively engaged during small group work. • During group work, each student had an individualized picture and role to fulfill (6:08), helping to maintain engagement. • While students are working as a whole class, Kylie interrupts Garrett. Teacher says, "*Hold that thought*" (2:05). Kylie waits while Garrett speaks and then the teacher returns to Kylie to share. This shows that the teacher has established expectations regarding group discussion time and the students understand the importance of allowing one individual to speak at a time. • During the group discussion, Noah is speaking, but Garrett raises his hand. Teacher uses a non-verbal cue (2:57) to indicate to Garrett that he should wait. Garrett puts his hand down, indicating that he has been taught this signal and understands its meaning. • The arrangement and organization of the classroom furniture creates clear boundaries and defined spaces. This supports learning activities because students understand where they are expected to be completing or engaging in specific tasks. • Teacher uses level-appropriate reinforcements (7:36) to acknowledge student work. This is important because the teacher does not create unnecessary celebration when students complete tasks correctly, but the student feels recognized and successful. • During small group work, 'model students' are participating and help the other students learn how to interact and work productively with a partner. The 'model student' asks Garrett, "*Do you want to do the first one or the second one?*" (6:01) and then points to where Garrett should read.
Compass Component 3c: Engaging Students in Learning (Rating: *Effective Proficient*)	

Indicators	Evidence
Lesson tasks have multiple correct responses or approaches and/or demand higher-order thinking. Students have some choice in how they complete learning tasks. Materials and resources support the learning goals and require intellectual engagement, as appropriate. There is a mix of different types of groupings, suitable to the lesson objectives. Virtually all students are highly engaged in the lesson. *(Highly Effective indicator)* Students have an opportunity for reflection and closure on the lesson to consolidate their understanding. *(Highly Effective indicator)*	• Teacher asks students, *"What do you think he is saying right now"* (2:00). This question has multiple correct responses, which encourages participation and allows each student to create sentences that are unique to themselves. • Teacher asks*, "Do you want Noah to go or do you want to go?"* (8:21). A 'model student' also asks his partner, *"Do you want to do the first one of the second one?"* (6:01). Students are allowed to choose which picture they create a first person sentence for, as well as the order in which they share their sentences. This is important because it allows each student to demonstrate their skills in a manner which they have personally selected and feel confident in. • Teacher provides each student with a picture of himself/herself from a previous class (8:44), which helps students practice writing in the first person. Teacher emphasizes the importance of first person because it helps students learn to speak in complete sentences and express themselves beyond gestures or one-word sentences (0:43). • Students practice creating first person statements about the insect (2:00) before moving into pairs to write sentences about themselves (6:00). This allows students to see, read, and create exemplar sentences with the support of the teacher before practicing with a partner. • By the end of the lesson, each pair of students had "I" statements to share with the group. This indicates that students were productively engaged during the lesson. • At the end of the lesson, the teacher asks, "*How do you think the writing went? Is there anything that you wanted to add to it?*" (9:03) This question allows students to reflect on their learning and make any changes if desired.

WHAT COULD THIS TEACHER DO TO IMPROVE?

What did the teacher do in this lesson?	*Highly Effective* Indicators	What could the teacher do to move to *Highly Effective*? (example actions)	How could this lesson be improved for students to meet Common Core standards?

Teacher asks students how the writing went and if they had anything to add, but when students have no responses, the teacher moves on.	Students have an opportunity for reflection and closure on the lesson to consolidate their understanding. (Engagement – 3c)	Earlier in the lesson, the teacher asks students what word in a sentence indicates that it was first person. Students identify the word 'my'. Teacher could have helped students to more deeply reflect on their learning by asking questions such as, "*What are other situations in which you'd use the first person in speaking and writing?*" or "*What does that allow you to do?*" This would provide closure for the lesson, as well as a check for understanding.	Incorporating the practice of social skills and peer-to-peer interactions is important within classrooms of students with significant disabilities because it provides a safe environment and structure in which students can make mistakes and learn from them. Although the students in this classroom require modifications to their learning tasks, the teacher could improve alignment toward SL.6.1. To ensure that students are discussing 6th grade topics, the teacher could ask students to make several sentences in the first person about their lives outside of the classroom. This would center conversation on topics relevant to the students' experiences.