

K-3 SPED Letters

Pre-Interview

Interviewer: Why did you choose to teach this lesson?

Teacher: My students, because I teach an FSC class, I have to develop lessons that focus on giving my children the basic fundamental skills such as reading literacy. Many of my children have great receptive language skills, but expressive language. It's difficult for them to speak, it's difficult for them to put sentences together or even to read basic words. I have developed this lesson so that they can develop a greater awareness of phonemic identification and blending of sounds together so that they can form more and read words.

Interviewer: What are the learning outcomes for this lesson? How are they related to a larger secrets?

Teacher: I like the children to ... This lesson focuses on the letter m. We have gone through the alphabet. The children have participated in creating their own alphabet poster boards. This gives the children a sense of ownership and it's relevant to them. We are working on m, they say words that they are familiar with, but then they can also transfer that knowledge to m looks like this, this is when I see letter m, this is the sound that I have to think about and then when I'm putting m with something else, what is going to happen? I want m to give not only understanding of the sound of m, but how it relates to the other letters in the alphabet.

Interviewer: How would you describe this lesson as meaningful, useful, relevant, with the students?

Teacher: [00:02:00] It's relevant because reading literacy is a fundamental life-skill. We all have to communicate. We all have to know how to communicate. Not only do I focus on the reading and the understanding of the letter, but incorporated in that lesson are social skills; reading your turn, listening to the teacher, modelling good practices. For this lesson, it's part of the larger picture of how my students are going to engage and be motivated to be part of the learning process.

Interviewer: What are the big questions using to drive students' discussion?

Teacher: When I think about my students, it's a little more challenging because many of my students don't have language, but that's not to say they don't have big questions to them. I have to think in smaller terms. The smaller questions I ask, I really want them to be motivated to think, critically think on their level. I create a lesson for them. There is never one big question for my students, but it brings it all together the smaller questions into a bigger step in learning. I can lay a good foundation so that they can grow and access higher education.

Interviewer: How are you planning to check for understanding or assess students' outcome?

Teacher: I am really fortunate, I have a small group of students. In a regular education class, you

[00:04:00] have twenty students, you might even have thirty students. I think it's a lot more challenging for a teacher to know exactly how each student is doing. I am really fortunate. In an FSC class with a small group of students, I know right away through observation, through immediate feedback, through asking answers I can assess immediately. Does the student understand what we did? Are there challenges? Where does that student fall in between the cracks. I have some students who are at higher level, I have some students who are at the very very lowest. I'm able to ... Because of the class size, I'm able to assess. It's ongoing.

Interviewer: How would you describe the lesson as engaging?

Teacher: I try to create an environment where the students are engaged. So far, I can usually tell if students are looking away, they are not listening, but for the most part, students are motivated because I try to add in elements that will interest them. I know that all my students love music. I know that all my students can be successful therefore, I create an environment where there is routines they know they can be successful so they want to participate. In turn is the catch twenty two. They want to participate, they are more successful and they learn more. That's how I know. They are engaged because they want to be engaged and a sidebar of that, they are learning.

Interviewer: How do you plan to manage student behavior throughout the lessons starting with their expectations?

Teacher: My students have been with me. Many of students have been with me for a number of years. We have developed rules, routines, expectations of what we do and what we don't do. It's funny because as a group, when a new student comes in, that student ... Luckily, we have more students who understands the rules and routines and that new student goes along and moves into how the other children are listening and paying attention. I have very few challenging behaviors. The children understands that this is when we are learning, that this is what they have to do. For the most part, there are very few challenges. Usually, because the class is so small, I can monitor each child. I have adult help also, but for the most part during an engaging lesson, if the children are motivated there are no behavioral issues.

[00:06:00]

Interviewer: It's funny to see a motivated student has managed to.

Teacher: Exactly.

Interviewer: Yeah. Good.

Teacher: Exactly.