

Learning Environment & Situational Factors to Consider

1. Specific Context of the Teaching/Learning Situation

How many students are in the class? Is the course primary, secondary, undergraduate, or graduate level? How long and frequent are the class meetings? How will the course be delivered: live, online, blended, flipped or in a classroom or lab? What physical elements of the learning environment will affect the class? What technology, networking and access issues will affect the class?

- 2 Classes
- Class one is a Bilingual Class with 20 students.
- Class two is a General Education class with 14 students
- Elementary 4th Grade- Reading
- Classes meet Monday - Friday

7:35- 7:55- Social Emotional Learning

8:00- 8:55- Specials Rotation (Music, Library, Computer Class, Physical Education, Science Lab)

9:00-10:00- Reading

10:00- 10:45- Intervention and Blending Learning Opportunities (both Classes)

10:45- 11:25- Writing

11:25-11:45- Social Studies (Monday, Wednesday, and Fridays)

SLA (Tuesday and Thursday)

11:45-12:25- Lunch

12:25-12:30- Restroom and Switch

12:30-12:35- Social Emotional Learning

12:35-12:40- Goal Setting

12:40- 1:30- Reading

1:30-1:45- Recess

1:45-2:25- Writing

2:25-2:55 Social Studies

2:55-3:25 Dismissal

- Classes will be in person with blended learning opportunities
- 4 Groups of 5
 - One learner is the Group Leader
 - One learner is a material manager
 - One learner is a buzzer person
- one Small group table for the teacher's small group
- Bookshelves full of resources like books, content games,
- All students have their own issued device, students' fingers get cramped using the mouse pad, and the internet can be slow.
- Interactive Promethean board
- Class headsets
- 10 Wireless computer Mouses that students rotate

2. General Context of the Learning Situation

What learning expectations are placed on this course or curriculum by: the school, district, university, college and/or department? the profession? society?

Teachers are to follow Common Knowledge Language Arts (CKLA) curriculum and the teacher environmental list set by the district. Teachers must also follow the school pacing guide. Teachers' lessons must also be aligned with the Texas Essential Knowledge Skills (TEKS). Teachers also use 3rd-grade reading TEKS to analyze what students should know.

3. Nature of the Subject

Is this subject primarily theoretical, practical, or a combination? Is the issue primarily convergent or divergent? Are there essential changes or controversies occurring within the field?

The subject is reading, theoretically. For example, with CKLA, students learn about the middle ages; when students learn facts like dates, names of places, kings, and kingdoms, it is convergent. Students learning how the events in the middle ages affect the world around us is divergent.

4. Characteristics of the Learners

What is the life situation of the learners (e.g., socio-economic, cultural, personal, family, professional goals)? What prior knowledge, experiences, and initial feelings do students usually have about this subject? What are their learning goals and expectations?

Students in class one are emergent bilingual students who are learning the English Language as they are learning content. Students are from Mexico, Honduras, El Salvador, and Guatemala. 100% of the students are of low socioeconomic, and many are in single-parent households. Students are eager to learn English. Students use Spanish and English cognates, sentence stems, and visuals to bridge both languages. They come to school and learn English for a better future.

Students in class two are students in the general education program. They are in the 2nd or 3rd generation in this country. Students come in with a higher reading fluency rate and a slightly higher comprehension in reading. Even though the students' families have lived in the country for a few generations, they lack experience in the real world, social skills, and academic vocabulary. Students want to learn and comprehend content to move on to the next grade level. Students want to graduate high school and attend college or enroll in the military.

5. Characteristics of the Teacher

What beliefs and values does the teacher have about teaching and learning? What is his/her attitude toward: the subject? students? What level of knowledge or familiarity does s/he have with this subject? What are his/her strengths in teaching?

As a teacher, I believe that all students can learn, and teachers must adapt to their learning styles. In school, I loved learning about facts because they made sense to me and my brain knew how to

connect them. As students learn new concepts, I integrate and create real-life connections. CKLA content is tied to the world around us, and students can retain the information as they move up grade levels. For my bilingual class, I can use students' native language for support and show them strategies to bridge both languages. In both classes, my students are given the opportunity to learn new content and learn how this is useful to them in the real world and how it affects us. Students are aware that I teach in the same community I grew up. I can relate to their daily challenges, and with a growth mindset, they can also achieve their goals. I am bilingual certified, working towards earning my master's in Applied Digital Learning to bring innovation into the classroom and working on Reading academy (the Science of Reading). All this new learning will guide me to bring innovation into my classroom.

Questions for Formulating Significant Learning Goals

"A year (or more) after this course is over, I want and hope that students will **be engaged learners and make connections to the real world by activating new knowledge with old knowledge.**"

My Big Harry Audacious Goal (BHAG) for the course is: **Learners' reading engagement will increase by learning skills through reading and writing personal narratives and implementing blended learning. Students can connect previously learned knowledge with new knowledge to make inferences about the world around them.**

Foundational Knowledge

- What key information (e.g., facts, terms, formulae, concepts, principles, relationships, etc.) is/are important for students to understand and remember in the future?
 - Students will use their native language (L1) and transfer it to their new language (L2)
 - Students will bridge both languages by using cognates
 - Students will be able to increase their fluency in reading
 - Students will know literary elements; vocabulary, main idea, theme, setting, plot, and character analysis
- What key ideas (or perspectives) are important for students to understand in this course?
 - Students will be able to retell, compare and contrast, and describe stories by using reading-related activities.
 - Students can apply learned knowledge to make inferences about their reading and connect to the real world.
 - Students will be able to work collaboratively in reading with integrated technology.

Application Goals

- What kinds of thinking are important for students to learn?

- ◆ Critical thinking, in which students analyze and evaluate
 - Students will be able to make connections about themselves to the reading by writing personal narratives.
- ◆ Creative thinking, in which students imagine and create
 - Students will be able to demonstrate their newfound knowledge with their choice of presentation, including technology.
- ◆ Practical thinking, in which students solve problems and make decisions
 - Students will be able to interpret the message in the reading and apply newfound skills in their own personal narrative.
- What important skills do students need to gain?
 - Students will gain reading skills and fluency
 - Students will increase their academic vocabulary
 - Students will comprehension will increase
 - Inferences will be easier to make
 - Students will continue to read books about the content on their own
 - Students will be able to integrate reading with technology
 - Students will be able to navigate several technological reading applications
 - Students will know, understand, and be able to apply figurative language
- Do students need to learn how to manage complex projects?
 Yes. Students will begin writing short narratives and be open to feedforward. Students will be able to show mastery of new reading knowledge by writing and presenting their own personal narratives.

Integration Goals

- What connections (similarities and interactions) should students recognize and make...:
 - ◆ Among ideas *within* this course?
 Students will know that by reading books, their imagination can take them anywhere; however, the students will also be able to make connections to the world around them.
 - ◆ Among the information, ideas, and perspectives in this course and those in other courses or areas?
 - Students will know that reading and writing are part of their daily routines.
 - ◆ Among material in this course and the students' own personal, social, and/or work life?
 - Students can apply reading and writing skills to the world around them with things that interest them, whether it be books, blogs, or social media.

Human Dimensions Goals

- What could or should students learn about themselves?

Students should know that with a strong reading foundation and practice, students will be able to increase their reading skills at their own pace. As they read more, their vocabulary and reading comprehension will improve. Students will know that reading more will transfer to their writing. Students will learn not to revert to a fixed mindset when faced with difficulties.

- What could or should students learn about understanding others and/or interacting with them?

Students should learn that by working collaboratively, they will be active listeners and share ideas respectfully. Reading is not temporary but a vital component of their future.

Caring Goals

- What changes/values do you hope students will adopt?

Feelings?

Students will take the initiative in their learning, and as they develop their reading and writing, they will become advocates for literacy in their community.

Interests?

Students will have the opportunity to read literature in their area of interest and reflect on writing and discussions, which will keep them learning and growing.

Values?

Students will value reading and writing as they look at real-world situations and can identify with relatable stories.

"Learning-How-to-Learn" Goals

- What would you like for students to learn about:

- ◆ how to be good students in a course like this?

I want students to learn that reading and writing take time and practice; reading can be fun when learning with a group.

- ◆ how to learn about this particular subject?

To learn about reading, students must have foundational skills; the more they read, the more they will know, and as time progresses, the book levels will increase. Students will activate higher thinking order when reading complex texts and will be able to reflect on discussions and writing.

- ◆ how to become a self-directed learner of this subject, i.e., having a learning agenda of what they need/want to learn, and a *plan* for learning it?

Students should know that reading can be attainable by using strategies. Students should be aware of their weaknesses and work to strengthen those areas by setting goals and working towards them. Students must put these skills into practice, and they will become skilled readers and writers.