

Learning Map  
Kasey Watanabe  
National University

**Grade Level: 9<sup>th</sup>****CCSS: RI 1,2,6; W 1, 4; SL 1; L 1,2,3,5**

While visiting West Ranch High School in Stevenson Ranch, CA, I observed Emily Gin teach a lesson about JFK's Inaugural Address. The students completed a warm-up, read the speech, engaged in a discussion, answered comprehension questions, and write a Rhetorical Precis. Before observing the lesson, I had a chance to speak with Ms. Gin about her planning phase.

**How do you usually start planning? Where do you begin?**

"I usually start by looking at the curriculum and then deciding which standard I would like to focus on. Then, I develop a lesson around the standard, trying to integrate the suggested materials."

**What are some key considerations you use at the beginning and during your planning process?**

"In my lesson plans I address students with varying learning types and students with EL. I also have to address students that may not have a learning disability and are just in my class for anxiety reasons. When I think about my lesson plans I try to play to my strengths as a teacher as well. I like to be creative and try new things, but I want my lesson to be successful. So I plan things that I am comfortable executing."

**Do you plan for differentiation ahead of time and if so, what are you including in this planning?**

"I plan ahead as much as I can, however, some situations cannot be predicted. I have been teaching for three years now and weekly run into new situations. Sometimes you need to address the situation on the spot. As long as you know the material and you know the students, you just try your best."

**In terms of assessment, what are important areas you keep in mind when planning?**

"I keep in mind the different types of learners, their strengths and weaknesses, and how to make the materials engaging and relevant."

**Reflection**

After completing the observation and work the Learning Map, Universal Design for Learning and MTSS, I have more confidence in Planning for instruction. I understand that as you gain experience in the classroom, your skill set will dramatically increase. There are so many

different aspects to planning that it is easy to feel overwhelmed. Filling out this chart and thinking in terms of UDL was more time consuming than I thought. I have been in classrooms many times as a substitute teacher for the past two and half years, but my experience creating curriculum is limited. Using the Learning Map is a cohesive way to organize and prepare. Although planning is time consuming, it's a key element in a successful lesson. Without thinking beforehand about all the different elements (teacher, learner, assessment, instruction, management) it is easy to get off track and not have a way to measure learning within the classroom. I think with practice, the planning phase will get easier and less time consuming.

Engagement	Representation	Action & Expression
<p><b><u>Learner:</u></b> The students entered the classroom somewhat quietly, but as more students filled the room, the volume level increased quickly. Once the bell rang and Ms. Gin started speaking they quickly settled down and got out their notebooks.</p>	<p><b><u>Learner:</u></b> The classroom consisted of 36 students. One had a 504 plan, two were ELLs, two had IEPs, and a handful were functioning at a below basic literacy level.</p>	<p><b><u>Learner:</u></b> The classroom mostly consisted of students with a Caucasian background. Two students were Black, three students were Asian, one was Indian, and two were Middle Eastern.</p>
<p><b><u>Target:</u></b> Student should meet the minimum competency standard.</p>	<p><b><u>Target:</u></b> Student should meet the minimum competency standard.</p>	<p><b><u>Target:</u></b> Student should meet the minimum competency standard.</p>
<p><b><u>Assessment:</u></b> To deem the level of engagement with the activities Ms. Gin would pause frequently and ask questions. Some questions were very simple and some required a bit of critical thinking. She also motivated students by giving out less homework if there was a lot of participation. The class read the speech and had a discussion as a whole class.</p>	<p><b><u>Assessment:</u></b> Ms. Gin clearly writes objectives on the board and asks the students to write them in their notebook and/or take a picture of them. This way when parents ask what they learned in English class today, they will have an answer. Also, at the end of the school year the students can look back at all the concepts that they have learned in English class.</p>	<p><b><u>Assessment:</u></b> At the beginning of each unit the students wrote down one goal they wanted to accomplish. After completing each assignment, they are asked to look at the goal they initially wrote down to see if they have reached it yet. Once they meet their goal, they make a new one. These goals are to keep them focused on learning and keep improving their skills.</p>

<p><b><u>Instruction:</u></b> The writing of the Rhetorical Precis was the most challenging task for the students. Ms. Gin used scaffolding techniques for students who needed them. The advanced and gifted students worked individually on Chromebooks. Ms. Gin created a template with sentence starters for the basic students and ELLs.</p>	<p><b><u>Instruction:</u></b> The reading of JFK's speech was presented two-fold. Each student had their own text to follow along, while an audio played aloud. During the audio, Ms. Gin paused frequently to ask questions about comprehension, vocabulary, and craft and structure. She typed key words, phrases, and ideas in a Google Doc that she would later post to Google Classroom so the students would have access to review later. This note taking especially benefits the students with the IEPs and 504 Plan because notes need to be provided for them.</p>	<p><b><u>Instruction:</u></b> The warmup activity was student centered and technology mediated. The students go into groups of four and had ten minutes to research ten unique facts about JFK. Next, the groups shared their facts aloud and for each unique fact (a fact the other groups did not write down) the group earned ½ point extra credit. The competition and prize greatly motivated the students.</p>
<p><b><u>Management:</u></b> Ms. Gin tries to primarily use positive reinforcement within the classroom, but in certain situations she believes in consequences and punishment. Punishment may result in pink slips, call to parents, or a zero on their assignment. She treats each situation individually.</p>	<p><b><u>Management:</u></b> Different activities are presented with varied options. The use of audio, print, technology, and discussion creates alternative approaches for those students who may have auditory or visual impairments. Ms. Gin is also open to any modifications as long as the students address the changes with her before the assignment is due.</p>	<p><b><u>Management:</u></b> Ms. Gin encourages the students to act as a community within the classroom. All students are encouraged to ask each other questions and engage in relevant discussions. Ms. Gin frequently walks around the classroom and steers conversation in the right direction.</p>