

Letter-Word Obstacle Course

By: Kailyn Musella
School Of Education: EDS-330

Long Branch, NJ, Monmouth County

- ❖ 32,383 people
- ❖ Median Household income: \$62,027
- ❖ Poverty rate: 18.2%
- ❖ Non-English spoken at home: 39.1%

(U.S. Census Bureau QuickFacts: Long Branch City, New Jersey, n.d.)



Classroom/Students

- Small inclusion Autism Classroom
- 6 students: 5 male; 1 female
- 1st Grade Special Education
- During Reading Block

Anastasia A. Amerigo Elementary School

- ❖ K-5
- ❖ 562 Students; 10 students per teacher
- ❖ Female :Male – 47:53
- ❖ Minority student enrollment: 70%
- ❖ Economically disadvantaged students: 83%

(U.S News and World Report, n.d.)

Assignment/Role:

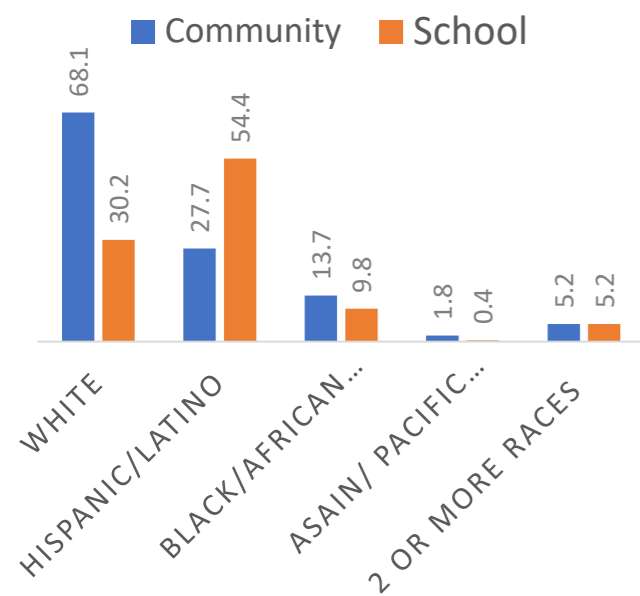
Teacher Candidate

- ✓ Observed
- ✓ Interacted w/ students
- ✓ Assisted PT & OT sessions
- ✓ Designed and created a Letter-Word Obstacle Course
 - ✓ Used CVC words

Understandings:

- Learned:
 - Create effective lesson plan
 - Collaboration
 - Differentiation
 - Adaptability
 - Effective communication with students
- Connection to EDS-330:
 - Experienced firsthand interacting students with Autism
 - Academically
 - Behavior
 - Social skills
- Connection to field of education:
 - Demonstrated that differentiation is essential in students learning
 - Demonstrated that inclusion interactive learning benefits students, and should be considered in all classrooms

RACE/ETHNICITY



(U.S. Census Bureau QuickFacts: Long Branch City, New Jersey, n.d.) (U.S News and World Report, n.d.)



My Impact:

- Students had fun learning new literacy skills
 - Letter recognition
 - Word building
 - Picture/Object- to word recognition
- Students improved their motor skills
- Teachers were provided with an alternative teaching method

Future Goals:

- I am inspired to focus on special education
- Research tools and technology to improve lives of students with disabilities
- Innovate more fun and interactive lessons
- Create a safe including environment
- Ensure every child is provided with needed services