

InTASC Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

NAEYC Standard 1: Promoting Child Development and Learning

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of a) young children's characteristics and needs, and b) multiple interacting influences on children's development and learning, to c) create environments that are healthy, respectful, supportive, and challenging for each child.

Artifacts

4.1a Eureka Math Lesson

4.1b Observational Feedback from Dr. Steen

4.2a LEXIA Core 5 Usage

4.3a Elkonin Boxes Mat to Support Foundations

4.4a Engineering Lesson Plan

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4.4c Engineering Lesson Plan Reflection

Rationale for 4.1a Eureka Math Lesson

This year, I have been given the Eureka, first grade, scripted curriculum for teaching math. When planning to teach these lessons I have to prepare multiple materials so that students can work towards the objective of the lesson in multiple ways. The Eureka Math Lesson (4.1a) that I taught on March 1, 2017 involves students working towards adding and subtracting within 20 – CCSS.Math.Content.1.OA.A.1. In this lesson, I had students demonstrate their addition and subtraction skills by using a rekenrek, using their fingers, and drawing a picture (InTASC 4a, 4c, 4d, 4h, 4r; NAEYC 1).

To warm up for this lesson, I gave students 5 minutes to work on an addition word problem, using numbers from the previous day's lesson (InTASC 4d). I then

brought students to the carpet to discuss one student's work from the warm up, to allow the students, and myself, to give them constructive feedback (InTASC 4e). Once on the carpet, I began my math lesson PowerPoint that shows the students each of the activities for the math lesson, with directions, and expectations. I add pictures to the PowerPoint as scaffolding, for the mathematical content vocabulary (InTASC 4f, 4h, 4k, 4l).

We began our lesson by progressing through warm up activities (rekenrek, number path, number bonds, using fingers) that involve addition and subtracting (InTASC 4h, 4j, 4m, 4n, 4r). By warming students up in a variety of ways that relate to the daily objective, I was preparing them to grapple with the content by themselves. I presented the application problem of the day. I read the problem aloud and allowed students to ask questions, restated the day's objective, and then and then sent students to their seats to try the problem (InTASC 4b, 4c). After 4 minutes of independent work, students were then allowed to collaborate. The student's application problem pages were scaffolded with tens-frames based on their ability level (InTASC 4f, 4g).

Math is instruction, especially this Eureka curriculum, is not an area of teaching I feel most comfortable in. I invited Dr. Steen in to observe me during this lesson for her feedback and suggestions (InTASC 4o, 4p, 4q, 4r). Her Observational Feedback (4.1b) and our conversation about her feedback gave me ideas on how to improve my instruction. Her advice to allow students to give each other feedback on the application problem (InTASC 4v) has been implemented since this lesson, and has improved my math instruction, and my students ability to question and analyze ideas.

4.1a Eureka Math Lesson

Trinity Lesson Plan Format

Lesson Overview	Name: Rachel Terlop	Date: March 1, 2017
	Grade/Subject/Class: First Grade, Math, Eureka	Unit/Theme/Topic: Eureka Math, Grade 1, Module 2, Lesson 19
Standards	Common Core or State Standard(s): CCSS.MATH.CONTENT.1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. ¹	
Lesson Objectives	Specifically, in measurable language, what do you want students to know and be able to do by the end of the lesson? Be sure to include all components of a measureable objective. By the end of the 60 minute math lesson, students will be able to orally and physically demonstrate addition and subtraction within ten on their fingers, and on a rekenrek. Students will demonstrate ability to add to a number, to solve for an unknown in the second addend position. Students will demonstrate understanding of addition and subtraction within twenty by drawing on a number path.	
Rationale	Provide an explanation of the reasons you are teaching this lesson including the importance for children of this age to learn this material. Discuss developmentally appropriate practices. Describe the instructional approaches and methods you will follow in presenting the material. This lesson is important because it is reinforcing what numbers make up a number bond, place value, and counting on and counting down. The application problem reinforces the idea of comparing numbers and recognizing value of numbers. The concept development reinforces the use of the number path as a tool children can use to count up and count down. The Problem Set reinforces children breaking a number into parts, and identifying place value. Students will use their voices, fingers, rekenreks, number paths, and white boards to demonstrate their understanding of the concept of addition and subtraction today. Students will write their answers in the form of number sentences, and number bonds.	
Materials	Materials/Equipment/Preparation: <ul style="list-style-type: none"> • Materials: math journals, 26 rekenreks, math books, dry erase mats with number path on one side, and application template problem on the other, dry erase markers, paper for students to write numbers to 40 on, document camera, PowerPoint with prepared directions and pictures for Lesson 19, document camera • Assistive Technology: Computer, SmartBoard, dongle, document camera • Agenda: Fluency practice (12 minutes), Application Problem (8 minutes), Concept development (30 minutes), Problem set (10 minutes), Student Debrief (10 minutes) • Texts/books: Eureka math book for module 2, student math journals 	

Planning for Learning Differences*	<p>Accommodations:</p> <p>Warren – Autism Spectrum, sitting on student of the week chair (or yoga ball) for sensory stimulation. Creating defined lines for his handwriting IEP goal. Warren has a person schedule for how he will interact with me during the day and a social story to help him with choices when he cannot work with me. Ms. Young will be near to him to remove him from the whole group setting to calm down, if necessary.</p> <p>Kaleb and Christian – wearing amplifier and microphone to project sound (hearing loss and deafness). Students will sit on the left side of the rug, directly in front of Mrs. Terlop</p> <p>PowerPoint – the PowerPoint presentation for this lesson incorporates teacher examples (models), student models, directions, and picture clues. The use of this PowerPoint is used to engage students, and support visual and logical learners.</p> <p>Ms. Young – Our classroom paraprofessional is in the room as a dedicated aide to Warren when his special education teacher is not present. Ms. Young supports all students in the class who also need directions restated, and heavier scaffolding. She can be leveraged as a small group leader during writing time for students who need it. (Treasure, James, Mikha, Joshua)</p> <hr/> <p>Differentiation:</p> <p>Kinesthetic – Using hands for counting on, rekenrek manipulative</p> <p>Visual – PowerPoint presentation that has visual directions and examples, graphic organizer</p> <p>Logical – graphic organizer for application problem</p> <p>Auditory – amplifier and microphone, listening to oral directions, listening to partner explain their work, saying numbers aloud</p> <p>Interpersonal – solving application problem, using rekenrek, using number path, writing numbers to 40</p> <p>Intrapersonal – Problem set (5 minutes of collaboration)</p> <p>Musical – music playing while students are working</p> <p>Natural – Using fingers to support counting</p> <p>Application problem: There are three different structures for the application problem. The students who need the most support with their organization of numbers and drawings (Warren, Kartier, Kennedy, Kourtney Nelson, James, Joshua, Ian, Kaleb, Christian, Treasure) will use the most heavily scaffolded application problem paper. Students with minimal scaffolding (Zion, Ja’Kor, Londyn, Mikha, and Kourtney Sbort) will receive minimally scaffolded paper. Students who have proven to successfully organize their papers based on pervious Read Draw Write protocol will have no scaffolding on their paper.</p> <p><i>Examples of scaffolded paper attached.</i></p>
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Assessment	<p>Explain how you will check for understanding <i>during</i> the lesson. Explain how you will determine whether students have met the lesson objective(s) <i>at the end</i> of the lesson.</p> <p>The writing numbers to 40 will be a baseline assessment for me so I know who I need to work with on number formation during small group instruction.</p> <p>The application problem collected at the end of this lesson will be the assessment that I use to create new small groups for math intervention time, for next week. I am looking to see if students have the correct answer, and how they have organized their work. Students are being asked to draw three pictures and write three number sentences to reflect those pictures.</p>
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*Learning differences include (but are not limited to): English Language Learner needs, enrichment needs, and cultural differences.

Lesson Sequence and Steps (Including Introduction, Demonstration, Guided Practice, Independent Practice, Assessment and Closure)

Time/Duration (e.g., 9:00-9:30, or 10-15 minutes)	Sequence of Steps: Detail each step you will use to acquire the desired outcome from your introduction through closure. <i>(Hint: You will likely include more than six steps. When typing into this document, just add on to the steps).</i>	Materials and Differentiation (Describe specific materials and how you will differentiate instruction in this section).
Introduction:	<ol style="list-style-type: none"> Purpose and Objective (1 minute): By the end of this 60 minute math lesson, students will be able to compare the efficiency of counting on and taking from 10. Value (1 minute): This lesson is important for us because we will identify what strategy works best for us to count up, or count down from 10. This lesson is for YOU, for your soul, and for your math wellbeing. Engagement (5 minutes): Students enter the classroom to write and draw about the number sentence $12 - 9 = 3$. Students will show 12 as a 10+ number bond, Write a subtraction sentence story, draw a picture, and write a written answer statement. 	

Core activities may include demonstration or modeling, guided practice, independent practice/extension, and assessment/evaluation.

4. **Say 10 Counting (4 minutes):** Students will come to the carpet and we will warm up our brains by counting in the say 10 way. We will do a few together, and then we will see how far we can get in 2 minutes. A timer will be used.

As a follow up activity, students will have 2 minutes to write as many numbers as they can to 40. A page will be provided with space for 50 numbers – this will provide some level of extension to students who are comfortable writing numbers.

5. **Get to Ten (2 minutes):** Students will all be provided with a rekenrek. Students will be asked to get from a given number, back to 10. This will practice and reinforce both addition and subtraction.

Start at 8 – how many do we need to add to 10?

Start at 6 – how many do we need to add to 10?

Start at 5 – how many do we need to add to 10?

Start at 13 – how many do we need to subtract to 10?

Start at 15 – how many do we need to subtract to 10?

Start at 17 – how many do we need to subtract to 10?

Cold call students to answer – reaffirm the correct answer, and demonstrate.

6. **Application problem (8 minutes)**

Students flip their pages on their clipboard to the application problem. Read the application problem aloud.

Carla, Jose and Yannis each have 8 cherries. They all get more cherries to put in their bowls. Now, Carla has 12 cherries, Jose has 14 cherries, and Yannis has 16 cherries. How many more cherries did they each put in their bowls. Write a number sentence for each answer.

Students are provided with scaffolded paper to work on based on their previous organizational skill demonstration during Read, Draw, Write protocol.

7. **Concept Development (30 min):**

Students will get out their number path inside their dry erase sleeve. Markers will be distributed by student helpers.

Write $13 - 8 = \underline{\quad}$, lets count on by tracking our finger to solve. What is $13 - 8$?

Lets count on more efficiently. You are an expert at making 10, so lets count on from 8 to 13. How many fingers do we need to make 10? (2) Ok, so how many more do we need to get to 13? (3)

2 and 3 = $\underline{\quad}$? (5)

Now, lets draw our numbers on the number path.

First you add the 2 to the 8 to get to 10, and then you add three more.

Lets see what counting to ten, and then adding on looks like.

Show students the visual on the board of a predrawn example of this.

We can break apart our 13 into 10 and 3. We know $10 - 2 = 8$, and $3 + 2 = 5$. We solved our problem! Let's try this again...

Go through the entire process again with $11 - 8$, $14 - 8$, $15 - 8$, $12 - 8$, $17 - 8$, and $16 - 8$. Use a timer as to not go over 30 minutes.

8. **Problem Set (10 minutes)** – Now that you have had practice breaking apart your numbers into 10+ number bonds, you are going to apply that knowledge in your problem set. You have 10

Closure/Wrap-up:	<p>Closure/Wrap-up:</p> <p>Debrief (10 minutes): The objective of this lesson is to compare the efficiency of counting on and taking from 10. Lets go over our Problem sets.</p> <p><i>Look at problems 6 – 9 Which strategy do you prefer, counting on, or taking from 10?</i></p> <p><i>How are these two strategies – counting on to make ten, and taking from 10, similar to each other?</i></p> <p><i>Explain to the person next to you how counting on to make ten is related to taking from 10.</i></p> <p><i>What new math tool did we use today to show counting on to make 10?</i></p>	
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School and Family Partnership

Homework or Home Family Connection	<p>Create a homework assignment to go along with the lesson. Demonstrate home/school connections.</p> <p>This application problem was sent home in this week's homework packet.</p>
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Read: Laika-Vu has 19 toy elephants. She is moving soon, so she packs 8 in one box. How many elephants still need to be packed?



 <p>Draw:</p>	 <p>Write:</p>
<p>Answer Statement:</p>	

Zion

You have 2 minutes to write as many numbers as you can.
The goal is to get to 40!

★									
									40

This is your first try, if you do not make it - that's ok! We will try again tomorrow! ☺

Scale document up

Carla	Jose	Yannis
Picture	Picture	Picture
Number Sentence	Number Sentence	Number Sentence
$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$	$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$	$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

Kaleb

Carla, Jose, and Yannis each have 8 cherries. They all get more cherries to put in their bowls. Now, Carla has 12 cherries, Jose has 14 cherries, and Yannis has 16 cherries. How many more cherries did they each put in their bowls? Write a number sentence for each problem.

Carla	Jose	Yannis
Picture	Picture	Picture
Number Sentence	Number Sentence	Number Sentence
$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$	$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$	$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

Zion

Carla, Jose, and Yannis each have 8 cherries. They all get more cherries to put in their bowls. Now, Carla has 12 cherries, Jose has 14 cherries, and Yannis has 16 cherries. How many more cherries did they each put in their bowls? Write a number sentence for each problem.

Carla	Jose	Yannis
Picture	Picture	Picture
Number Sentence	Number Sentence	Number Sentence
$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$	$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$	$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

Za'Mari

4.1b Observational Feedback from Dr. Steen

Supervisor's Visitation Log

Student Teacher: Rachel Terlop

Date: 3/16/2017

School:

Time: 10:00am

Type/topic of lesson: Literacy
students:

Whole class: X_ small group__ # of

Observation # 1 2 **3** 4

InTASC Standards	Approaches	Meets	Exceeds	Notes/Suggestions 1. Evidence of Effective Practice 2. Strengths/Recommendations
Standard 1 Learner Development <ol style="list-style-type: none"> 1. Understands and incorporates multiple intelligences 2. Individual, developmental, and culturally appropriate experiences 			X	Mrs. Terlop continues to use varied strategies when conducting lessons. For this lesson, Mrs. Terlop used the following: technology, clipboards, hats, differentiated groups
Standard 2 Learning Differences <ol style="list-style-type: none"> 1. Knowledge of Students: Pupils' skills, knowledge, interests, learning styles, instructional needs 2. Differentiation and accommodation 			X	For this lesson, during the independent work, Mrs. Terlop had two different small groups: one with Mrs. Terlop, the other with the volunteer. In addition, Mrs. Terlop uses yoga balls, seat placers, cushions/couch, etc...
Standard 3 Learning Environments <ol style="list-style-type: none"> 1. Student teacher interaction with pupils 2. Classroom interaction 3. Functioning of learning groups 4. Transitions 5. Materials and supplies 6. Awareness of pupil 			X	It is obvious that Mrs. Terlop respects her students, and they, in turn, respect her. She was at eye level with the students throughout the lesson, roamed the room throughout the lesson. All materials and supplies were prepared and organized for the lesson. Suggestions:

behavior				<ol style="list-style-type: none"> 1. Transitions- Before sending the students to their seats to work, ask each student to think about how they plan to use their graphic organizer to write. As you place the hats on their heads, have each child tell you their plan. 2. Every child should receive a chance to respond to your question and receive a hat 3. Awareness of pupil behavior- make sure every child is on task (the group in the library). Give them a choice- either work diligently or go back to your home seat <p>Compliment the students who are on task and working hard</p>
Standard 4 Content Knowledge <ol style="list-style-type: none"> 1. Pedagogical content knowledge 2. Knowledge of content standards 			X	<p>Mrs. Terlop did an excellent job breaking down the objectives and returning to the purpose at the end of the lesson.</p> <p>Suggestion:</p> <ol style="list-style-type: none"> 1. Model, model, model- How do you take the graphic organizer and use it to write the paper 2. Write in front of the students- Provide an example – do it with them
Standard 5 Application of Content <ol style="list-style-type: none"> 1. Long/short term planning 2. Student teacher/pupil 		X		<p>Nice job working on this area.</p> <p>Continue to think about developing goals with students so that they take</p>

communications 3. Clarity of Goals				ownership
Standard 6 Assessment 1. Multiple assessments 2. Ongoing reflection 3. Use in future teaching		X		Nice job working on this area. Continue to think about: How are you assessing when conducting a whole group lesson? Who will you need to help? Who can help others? What more can I incorporate to ensure they are all getting what they need? Who will I go to first, second, what will I do with the other students who need help, while I'm helping my first student? Assessments inform instruction
Standard 7 Planning for Instruction 1. Lesson plans discussed and presented to supervisor in advance 2. Developmentally, Individually, culturally appropriate			X	The lesson presented today was developmentally appropriate.
Standard 8 Instructional Strategies 1. Engages all learners 2. Transitions 3. Thinks about appropriate timing of activities 4. Scaffold		X		Suggestion: 1. When you asked students to come to the board to find the key words, they were very engaged. Remember to think about your visual and tactile learners.
Standard 9 Professional Learning and Ethical Practice 1. Cultural context of school and community 2. Prepared 3. Professional development				

Standard 10 Leadership and collaboration 1. Relationships with Adults: Supervisor, cooperating teacher, other student teachers, school staff, & parents/guardians				
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Rationale for 4.2a LEXIA Core 5 Usage

During literacy centers each day, students have the opportunity to log into a computer based literacy program called LEXIA Core 5. This program is a smart program that tracks student answers and participation and provides them with scaffolded instruction to move through different phonics activities. Students participate in letter and sound identification games, rhyming activities, and eventually move on to applying phonic skills through typing. Since the program is individualized for each user, this supplementary resource ensures accessibility to phonics lessons to all learners in my class (InTASC 4g). Student LEXIA Core 5 Usage (4.3a) is tracked on a teacher portal, which I monitor for red flags on phonics misunderstandings (InTASC 4r). This program has been designed to support learners from Pre-K through 5th grade, featuring phonic skills that are appropriate for learners of that age group (NAEYC 1).

4.2a LEXIA Core 5 Usage

myLexia DC Public Schools

Preview New Reports

Search

Rachel Terlop

Reading

Resources

Manage

Settings

Elementary Grade 1 - 0212 - Period HR

1st Grade

Students 26

Priority: High Medium Low





Name	Grade	Predictor	Prescription of Intensity				Lesson	Skills (Completed)	Certificates
			Last Week	This Week		±			
			Met	Actual	Target	Add			
26 Students									
Brown, Kaleb A	1st	1%	35	60	25		<div><div></div></div>	<div><div></div></div> 2 Weeks Ago	
Burr-Evans, Kartier K	1st	1%	7	60	53		<div><div></div></div>	<div><div></div></div> This Week	
Clark-Hamilton, Mikha	1st	1%	4	60	56		<div><div></div></div>		
Cruz, Jeffrey A	1st	1%	32	60	28		<div><div></div></div>		
Felton, Treasure	1st	1%	11	60	49		<div><div></div></div>		
Freeman, Jordan D	1st	1%	22	60	38		<div><div></div></div>	<div><div></div></div> Last Week	
Hogan, Christian M	1st	1%	40	60	20		<div><div></div></div>		
Maddox-Mills, Zy'Ree S	1st	1%	20	60	40		<div><div></div></div>		
Mamanzay, Kashmala K	1st	1%	75	60			<div><div></div></div>	<div><div></div></div> 3 Weeks Ago	
Mccoy, Joshua D	1st	1%	47	60	13		<div><div></div></div>	<div><div></div></div> 3 Weeks Ago	
Mclean, Gyselle M	1st	1%	21	60	39		<div><div></div></div>		
Miller, Ja'kor	1st	1%	14	60	46		<div><div></div></div>	<div><div></div></div> 2 Weeks Ago	
Moore, Londyn A	1st	1%	41	60	19		<div><div></div></div>		

Rationale for 4.3a Elkonin Boxes Mat to Support Foundations

During our daily phonics, Foundations, lesson, students have time to write words that feature the skills we are working on. I frequently use Elkonin boxes as a supplementary material in these lessons (InTASC 4f, 4g) so students can see plainly that all the glued sounds and welded sounds must stick together in order for the word to be spelled correctly. To help students practice their encoding skills, I give students both nonsense words, and real words, and have them write the words, putting each sound in an individual Elkonin box. Glued and welded sounds are difficult for students, and there are often misconceptions, but using the Elkonin boxes support my students as a scaffold in correcting encoding words (InTASC 4e, 4k, 4n, 4r; NAEYC 1). I chose Elkonin boxes as a supplemental support due to their suggested use by Jan Richardson's guided reading program (NAEYC 1).

4.3a Elkonin Boxes Mat to Support Foundations

Nonsense Words			Real Words	
<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>

ang  ang /ang/	ing  ing /ing/	ong  ong /ong/	ung  ung /ung/
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Rationale for 4.4a Engineering Lesson Plan

In July 2016, I taught a class of five learners, all who share the Autistic classification, and are non-verbal. In my pre-kindergarten, summer school, classroom, I created an engineering unit based around my student's favorite part of the day – recess! In this specific Engineering Lesson Plan (4.4a), students are

working on correctly counting to, demonstrating 1-to1 correspondence for, and identifying the number five.

In the lesson plan, students are asked to clap, pat, and count out blocks to five, as well as engage in singing *The Five Little Monkeys*. Through this lesson, I provided different modalities for students to demonstrate their understanding of the number five, and engaged them in diverse learning experiences to help them master the content (InTASC 4a, 4b, 4e, 4f, 4l, 4r). Due to my students limited verbal abilities, I wrote and designed my own unit plan, a supplementary resource, so that students could access pre-kindergarten/kindergarten standards (InTASC 4f, 4g, 4i, 4r). By drawing from my students' interests when creating this lesson, I was able to create something that was culturally and developmentally appropriate for them , so when I was teaching the major concept of 1-to-1 correspondence, the task was meaningful to them – they were working toward building a playground (InTASC 4c, 4j, 4k, 4m, 4o).

In my Engineering Lesson Plan Reflection (4.4c), I discuss how in the future, I will work towards giving students more time to grapple with the concept, and release more responsibility to them in counting to five independently. Additionally, I reflect on the fact that I want my supervisor to come in to give me suggestions, as working with students who are non-verbal is a struggle for me when trying to assess their understanding. Although I was using academic content language (InTASC 4h), I felt frustrated that I could not assess the students understanding of my language, because I could only communicate with them via facial expressions, non-verbal cues,

and PECS boards. Having a sounding board, and though partner, will help me recognize learner misconceptions that interfere with learning (InTASC 4e, 4k, 4p).

4.4a Engineering Lesson Plan

Trinity Lesson Plan Format

LESSON 1

Lesson Overview	Name: Rachel Terlop	Date: July 21, 2016
	Grade/Subject/Class: PreKindergarten (4 Year Olds)	Unit/Theme/Topic: Engineering: Math

Standards	<p>PreKindergarten Creative Curriculum Standards:</p> <p><u>Responsibility for Self and Others</u> 5. Demonstrates self-direction and independence 6. Takes responsibility for own well being 7. Respects and cares for classroom environment and materials</p> <p><u>Fine Motor</u> 19. Controls small muscles in hands 20. Coordinates eye-hand movement</p> <p>Learning and Problem Solving 23. Approaches problems flexibly 24. Shows persistence in approaching tasks</p> <p><u>Logical Thinking</u> 32. Shows awareness of position in space 33. Uses one-to-one correspondence 34. Uses numbers and counting</p> <p>Looking Towards Kindergarten Common Core or State Standard(s): <u>CCSS.MATH.CONTENT.K.CC.B.5</u> Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p> <p><u>CCSS.MATH.CONTENT.K.CC.B.4</u> Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p><u>CCSS.MATH.CONTENT.K.CC.A.2</u> Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p><u>Literacy:</u> CCSS.ELA-LITERACY.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p><u>Social Studies:</u> CCSS.ELA-LITERACY.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly</p> <p><u>Art:</u> Using knowledge of structures and functions</p>
Lesson Objectives	<p>Specifically, in measurable language, what do you want students to know and be able to do by the end of the lesson? Be sure to include all components of a measureable objective (Conditions, Performance/Behavior, and Criteria) and Blooms Taxonomy.</p> <p>By the end of the 20-minute morning meeting math lesson, students will count to five, and demonstrate 1-to-1 correspondence to the number five using blocks a labeled mat. Students will use their five blocks to construct a structure. Following the warm up, students will participate in the finger play "Five Little Monkeys," and listen to the story <i>Dreaming Up: A Celebration of Building</i> by Christy Hale. Following the story, children will use their mats again to build a freeform structure using a minimum of 5 blocks.</p>

Rationale	<p>Provide an explanation of the reasons you are teaching this lesson including the importance for children of this age to learn this material. Discuss developmentally appropriate practices. Describe the instructional approaches and methods you will follow in presenting the material.</p> <p>In completing this lesson, students are working on Creative Curriculum Logical Thinking standards that encompass one-to-one correspondence, numbers and counting, and moving objects in space. Through this activity students are also listening to directional vocabulary, and working on hand-eye coordination through construction.</p> <p>During the lesson children will be supported with numbering mats that are labels with the number, and corresponding dots beneath the number to indicate the amount. Children will see the number, use the blocks to count up to the number five, and sing “Five Little Monkeys” to reinforce the number five through song.</p> <p>One-to-one correspondence will also be reinforced during the lesson through the “Good Morning Song”, where each student is pointed to – as well as through counting the number of students who have come to school today, and clapping/patting the number.</p>
Materials	<p>Materials/Equipment/Preparation: List all materials including texts and assistive technology that are needed to teach this lesson. List items to help you organize yourself before the lesson. Make sure you write or draw an agenda and review it with the students. If you are using technology, set up and practice before the lesson.</p> <p>Materials: <i>Dreaming Up: A Celebration of Building</i> by Christy Hale, soft building blocks (5 for each child), number mats labeled 1-5, Five Little Monkeys felt board supplies, and YouTube video: https://www.youtube.com/watch?v=b0NHrFNZWWh0</p> <ul style="list-style-type: none"> • Assistive Technology: SmartBoard, Document Camera to project book if necessary • Agenda: Good Morning Song, Counting the students present today and clapping, tapping and patting the number, introduction to counting activity and demonstration of number mat, children counting to five, children building a structure with five blocks, Five Little Monkeys finger play, reading <i>Dreaming Up: A Celebration of Building</i> by Christy Hale, movement break, creating a structure with a minimum of five blocks. • Texts/books: <i>Dreaming Up: A Celebration of Building</i> by Christy Hale
Planning for Learning Differences*	<p>Accommodations:</p> <p>Students Working on Staying with Group: sit on wiggle pads/cube seating, space on the carpet identified with name tag and special spot. If hands are busy, Mrs. Terlop will provide fidgets (pieces of felt or magnets) for stimulation. Paraprofessional to be stationed with an individual child to supply redirection and reinforcement.</p> <p>Students with visual/auditory impairments: Students with visual impairments will sit closest to Mrs. Terlop (to see her hands) and closest to the morning message. Mrs. Terlop will use document camera to project <i>Dreaming Up: A Celebration of Building</i> by Christy Hale onto the SmartBoard if necessary.</p> <p>IEP Autism Behavior Management: Para professionals and dedicated aids are to reinforce students with preferred treat throughout the lesson based on students individual attentiveness goals, as outlined on IEPs. Students are to be reinforced from behind as to not distract from the lesson. Redirection can occur with picture cue cards around Mrs. Terlop’s neck or through PECS board (for Tristan).</p>

	Differentiation: Explain how you will reach students with a variety of learning preferences. For example, use of Multiple Intelligence Theory or multiple methods of presentation, multiple methods of engagement, and multiple options for assessment. (Example: English Language Learners, Enrichment, etc.)	
	Aural	The good morning song, listening to Mrs. Terlop count students, blocks, and monkeys, listening to the story
	Visual	Seeing the number mat with specific squares for each building block, seeing the number or the dots below the number when counting, seeing the cut outs for the felt board "Five Little Monkeys," seeing the YouTube video of "Five Little Monkeys." Seeing the illustrations in the story show children building with cups and legos. Redirection with picture cues.
	Verbal	Singing the good morning song, counting the number of students present, counting blocks and numbers on the mat aloud, singing "Five Little Monkeys"
	Physical	Counting the students in the classroom with claps and pats, physically moving blocks to count to five, building a tower with five blocks, finger play "Five Little Monkeys," dancing to "Five Little Monkeys"
	Social	Singing together – Good morning song, "five little monkeys" Working along side each other to build a tower, sharing blocks
	Solitary	Building an individual structure using five blocks
	Logical	Organizing blocks on the sorting mat, constructing
Assessment	<p>Explain how you will check for understanding <i>during</i> the lesson. Explain how you will determine whether students have met the lesson objective(s) <i>at the end</i> of the lesson.</p> <p>At the beginning of the lesson, I will check for student understanding of one-to-one correspondence by clapping, slapping, and patting the number of children at school today. There are typically five students in the classroom, which fits within the objective (counting 1-to-1 correspondence) for the day.</p> <p>During the lesson, I will check for understanding of 1-to-1 correspondence by students moving blocks to the designated squares on the sorting mat, or if they can touch each square while counting aloud, or while I count aloud for them.</p> <p>At the end of the lesson, I will assess student's understanding of 1-to-1 correspondence to five while children build a tower using a minimum of five blocks.</p>	

*Learning differences include (but are not limited to): English Language Learner needs, enrichment needs, and cultural differences.

Lesson Sequence and Steps (Including Introduction, Demonstration, Guided Practice, Independent Practice, Assessment and Closure)

Time/Duration (e.g., 9:00-9:30, or 10-15 minutes)	Sequence of Steps: Detail each step you will use to acquire the desired outcome from your introduction through closure. (Hint: You will likely include more than six steps. When typing into this document, just add on to the steps).	Materials and Differentiation (Describe specific materials and how you will differentiate instruction in this section).
Introduction:	<p>9. Purpose and Objective: The purpose of this lesson is to introduce us to the job of being an engineer through counting. An engineer is someone who builds houses, buildings, and bridges. You can become an engineer by building.</p> <p>10. Value: We are talking about building today to help us with our counting. Before we build, we are going to count our blocks. Today we are going to focus on counting to the number 5. We are going to use blocks to help us.</p> <p>11. Engagement: After greeting students with the good morning song, I will engage students by having us count and clap/slap/pat the number of students at school today.</p>	

Core activities may include demonstration or modeling, guided practice, independent practice/extension, and assessment/evaluation.

12. Good Morning Song,

Tune of Happy Birthday

Good morning to you, (*point to a child*)

Good morning to you, (*point to a child*)

Good morning to you and you and you and you...(*point to each child*)

Good morning to you!

13. Morning Meeting/Counting the students present

Good morning, learners! Today is Thursday, July 21, 2016 and it is our ____ day of school. Today we are starting our engineering unit today. And engineer is someone who builds. One of the big things that engineers need to know how to do is count their supplies. We are going to start our counting by counting the students who are in class today. Let us count... we have ____ friends here today. Let us count by clapping for each student here today...

...hit the table,

... pat shoulders.

____, Do you have any suggestions for movement we can do to count?

14. Introduction to counting activity and demonstration of number mat

Today, we are learning about engineers. Engineers are people who build. Today we are going to be building with blocks. First, we need to count the number of blocks we need. Mrs. Terlop made you counting mats with the numbers on it. I can put one block on each mat, watch me!

15. Children counting to five

Children move their blocks into the individual spaces on the mats and count to five. Students can say the number, or point to the number as Mrs. Terlop speaks.

16. Children building a structure with five blocks,

Now that you have counted to five, you can use your five blocks to build a tower. Put your blocks one on top of the other.

17. Five Little Monkeys finger play,

We are singing one of our favorite songs today, Five Little Monkeys. We are singing this today because we have been practicing counting to five!

Five little monkeys jumping on the bed,

One fell off and bumped his head.

Momma called the Doctor and the doctor said,

"No more monkeys jumping on the bed!"

Four little monkeys jumping on the bed,

One fell off and bumped his head.

Momma called the Doctor and the doctor said,

"No more monkeys jumping on the bed!"

Three little monkeys jumping on the bed,

One fell off and bumped his head.

Momma called the Doctor and the doctor said,

"No more monkeys jumping on the bed!"

Two little monkeys jumping on the bed,

One fell off and bumped his head.

Momma called the Doctor and the doctor said,

"No more monkeys jumping on the bed!"

One little monkeys jumping on the bed,

One fell off and bumped his head.

	<p>18. Reading <i>Dreaming Up: A Celebration of Building</i> by Christy Hale,</p> <p><i>Be sure to comment on the children in the book, and how they are using classroom tools to create. "We can use those same tools to build, and be engineers, just like them."</i></p> <p>19. Movement break <i>Five Little Monkeys</i> YouTube Video: https://www.youtube.com/watch?v=b0NHrFNZWh0</p> <p>20. Creating a structure with a minimum of five blocks. <i>Now that you have practiced counting your five blocks, and we know that we can be engineers by building with classroom materials. Now we are going to be engineers together. We are going to use our mats to count out five blocks again, and build towers with at least five blocks!</i></p>	
Closure/Wrap-up:	<p>Closure/Wrap-up: <i>Today we all became engineers, because engineers are people who build! You all built structures today with at least five blocks. Some of you kept counting! As your put your blocks away now, try to count them all!</i></p>	

School and Family Partnership

Homework or Home Family Connection	<p>Create a homework assignment to go along with the lesson. Demonstrate home/school connections.</p> <p>"The children in class today became engineers because we built structures. We practiced our one-to-one correspondence, by counting out our blocks before starting our engineering and architecture. Enjoy these blocks tonight to build a structure with your student, have them create a structure with them and please take a picture of it and send it to me. If you do not have access to a camera, please fill out the attached form about the structure."</p>
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Becoming an Pre-Kindergarten Engineer

The children in class today became engineers because we built structures out of blocks.

We practiced the mathematical concept of one-to-one correspondence (counting 1 block, while touching 1 block), by counting out our blocks before starting our engineering and architecture.

Enjoy these blocks tonight to build a structure with your student, have them create a structure with them and please take a picture of it and send it to me at Rachel.Terlop@dc.gov. If you do not have access to a camera, please enjoy your time building, and still fill out this survey!

Circle the shapes your learner used!

				
Triangle	Hexagon	Square	Parallelogram	Rhombus

What was the most used block? _____

Did your learner say numbers, or count blocks, independently as they built?

____ Yes! I heard my learner count out loud.

____ No, I heard no counting.

____ Yes, I heard some counting, but only after I prompted or modeled.

How did your learner create their structure?

____ My learner built up by stacking the blocks.

____ My learner laid the blocks next to each other, in a line.

____ Other: Please explain! _____



Download the free [Aurasma](#) app to watch students building after the engineering math lesson!
July 21, 2016



[Dhani](#) struggled to stack items one on top of the other. However, he was an eager counter!



Christopher is the resident engineer in our classroom. Construction is his chosen center each and every day - he thrived in this lesson!



Alex was thrilled when he stacked his blocks up during this activity! After completing the task, he decided he was finished with his engineering career as an architect.

4.4b Engineering Lesson Plan Video

<https://www.youtube.com/watch?v=UFPXXvrZcZ0&t=1s>

4.4c Engineering Lesson Plan Reflection

Before starting the lesson, I ensured that all children, paraprofessionals, and materials were ready to go. By confirming that all paraprofessionals had edible reinforcers (fruit snacks and goldfish crackers), they were able to provide reinforcement of appropriate behavior from behind, without causing distractions, as part of a site wide behavior management plan. Having the paraprofessionals within immediate reach of the students made a huge difference as far as behavior management, and clarity in instruction. Having paraprofessionals sitting immediately behind students allows for hand-over-hand demonstration, and re-teaching.

By counting the students present in the classroom, individually greeting each student, and clapping, tapping, and patting, one-to-one correspondence was reinforced through a daily routine. After briefly explaining engineering, I went on to introduce the children to the materials being used for the day. I started by introducing the one through five sorting mats, with labels, and demonstrating how students would count out five blocks. After watching the videotaped lesson back, I would have liked to give students more time to practice counting blocks out to five. I intentionally picked all their blocks so they were the same shape, and that each child received exactly five, but I feel like to make this more exploratory, I would have the students pick five blocks from a communal pile. By allowing children to independently pick and place five blocks on the sorting mat, I would be giving them space to explore the materials, learn how to use the sorting mat, and gain

independence. Following the sorting, I only give children a brief moment to build with their blocks. This short time period was intentional due to attention spans weakening, and the open ended building activity scheduled later in the lesson.

Once transitioned to the carpet, I started with “Five Little Monkeys” to reengage children, and reinforce one-to-one correspondence in numbers to five. Following the finger play, I read *Building Up*, and students seemed to be engrossed with the pictures. The language was rich, and the rhyming was a melodic way to draw the students into the story and illustrations.

Since this was the introductory lesson in the Engineering thematic unit, I wanted to expose my students to the purpose of an engineer, and allow them to build and create. I allowed students to practice their engineering skills, after demonstrating one-to-one correspondence using the sorting mats that were introduced. The sorting mat use was encouraged due to it being a consistent material throughout the Engineering unit, and its promotion of one-to-one correspondence.

Implications for Future Teaching

The one area identified as a point for growth in this lesson in my reflection was the time and space available for children to work with and engage with materials. The sorting mats were designed in a way that would be self-correcting for students. Each mat had five squares, labeled with written numbers, and a corresponding number of dots to represent the amount. Had students had more time to independently engage with blocks, I feel as if they would have come to a

conclusion on how to use the materials themselves. Gestwicki (2014) explains, “Optimal brain development occurs when the child interacts with the environment and the environment is responsive to that interaction” (p. 49). By taking away the time and space for children to develop their own understanding of the sorting mats, I was taking away a development opportunity for them. Being mindful of this, I can adjust future lessons to allow time for children to explore a new concept or material to develop an understanding, and try to use it themselves.

My action step, following this lesson, is to invite my supervisor, Amanda Parks-Bianco, into my classroom to observe so I can get feedback on how to more effectively assess my students. Due to the lack of verbal skills, I am feeling uncomfortable, and unsure that my students understand the lesson. I would like support in creating PECS pieces for their board that are academically based, and not solely used for behavior management, and food requests. Having academic PECS pieces, and having another eye on my teaching would help me feel more comfortable, and hopefully improve my delivery of content.

References

Gestwicki, C. (2014). *Developmentally appropriate practice: Curriculum and development in early education* (Sixth ed.). Boston, MA: Cengage Learning.

InTASC Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum

Candidates prepared in early childhood degree programs a) use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They b) know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates c) use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

Artifacts

5.1a Immigration Ban PowerPoint

5.1b TIME for Kids Article

5.1c Student Writing Examples

5.1d Immigration Ban Lesson Reflection

5.2a Art Show For Heifer International

5.2b Donation Email to Staff

5.2c Donation Letter for Parents

5.3a Turn and Talk Partnerships

5.3b Math Turn and Talk PowerPoint

5.3c Close Reading Turn and Talk PowerPoint Slide

Rationale for 5.1a Immigration Ban PowerPoint

During our first grade close reading unit on American Symbols, students studied the Statue of Liberty for four days. Throughout the first four days, students learned and discussed the vocabulary words *freedom*, and *immigrant*, and wrote an informational piece using text-based evidence, on why the Statue of Liberty is a symbol of freedom for immigrants coming to the country. On day five, students read an article, from TIME for Kids, on the Immigration Ban and wrote an opinion piece (5.1c) on whether or not they agreed or disagree with the Immigration Ban.

In preparing for this lesson, I created an Immigration Ban PowerPoint Presentation (5.1a) to walk through the reading of the TIME for Kids article (5.1b) that explains the Immigration Ban set by President Donald Trump. Following the read, I included time for students to turn and talk about why someone would agree with the ban, and why someone would disagree with the ban (InTASC 5a, 5b, 5c, 5e, 5g, 5j, 5k, 5m, 5p, 5q & 5s; NAEYC 5). By asking my students to read a TIME for Kids news article, and form an opinion on a real world issue, I am demonstrating my ability to develop a my students' understandings of our unit vocabulary words, *freedom* and *immigrant* (InTASC 5b) and deepen their understanding of social/global issues (InTASC 5g, 5q, 5s). Following the turn and talk, students had time to write their opinion on the Immigration Ban, using their vocabulary words *freedom*, and *immigrant* (InTASC 5a, 5b, 5e, 5g, 5i, 5j, 5q; NAEYC 5).

By supplementing the curriculum provided for me, and including this real world scenario I think I able to make the Statue of Liberty's abstract concept of freedom, and its significance to immigrants, a relatable and understandable concept (InTASC 5a, 5b). One student in my class is Muslim, and she was able to share her opinion on why she felt the

immigration ban was unfair to Muslims during her turn and talk (InTASC 5d, 5g, 5q, 5r, 5s). For first graders, this was a very heavy conversation, but the students were able to successfully explain what the Statue of Liberty stood for, and were able to articulate who immigrants are, and why an immigrant would want to come to our country. I provided my students with a TIME for kids article, read it along with them, and turned the conversation over to the students to discuss both perspectives and challenge assumptions (InTASC 5d, 5q, 5s). By doing so, I was able to step back and facilitate turn and talk discussions and answer clarifying questions (about what a refugee is).

5.1a Immigration Ban PowerPoint

AMERICAN SYMBOLS

UNIT 6 – APRIL 7, 2017
OPINION WRITING (W.1.1)

59

OBJECTIVE

Today we are going to make a **tableau** to show the definition of immigrants.

Then, we will **read an article** to talk about a ban on immigrants, and write our opinion.

60

IMMIGRANTS: MAKE A TABLEAU

A **person** who leaves **their country**, to live in a **new country**, forever.


Kaleb Zy'Rae Jazmyne James Ms. Hannah	Karlter Kashmala Amber Warren Ms. Young	Misha Joshua Daisyah Esrina	Jeffery Gyselle Kourtney S. Za'Mari	Jordan Ja'Kor Ian Kennedy	Treasure Londyn Zion Ms. Y	Christian Kourtney N. Jada Mrs. Terlop
Team 1	Team 2	Team 3	Team 4	Team 5	Team 6	Team 6

61

WE KNOW IMMIGRANTS!

Ms. Ylli – moved here from Albania

Ms. Bianco – moved here from Wales (next to England)




62

OBJECTIVE

Read an article from TIME for Kids – a newspaper for children.

After reading, you will write an opinion piece where you will state your opinion, and give 2 reasons why you think it.




63

ARTICLE

The article is very wordy.

We are going to read the highlighted parts.

This way, we get the information we need, without getting confused.



64

EXPECTATIONS

Today, you are doing something mature. You are going to read about President Trump, and a rule he has made.

This is not a place to talk meanly, say hurtful things, or be rude. We are kind and patient friends, not hurtful people.

Our job is to read the article, and write our opinion about President Trump's rule.

Explaining the Immigration Ban

The answers below are based on President Trump's executive order.

On January 25, 2017, President Trump signed an executive order that suspended the Obama administration's policy of welcoming refugees from Syria, Iraq, and Somalia. The order also suspended the Obama administration's policy of welcoming refugees from other countries who have been designated as "countries of concern" by the Department of Homeland Security.

Why did President Trump issue the executive order?

Trump says he wants to protect the U.S. against terrorism. He says the order will give the government time to screen for people who might pose a threat to the country.

The Trump administration has defended its immigration order against critics by comparing it to President Barack Obama's 2011 policy on Iraq refugees. In 2011, Obama suspended entry of refugees from Iraq after the Iraq war ended, despite the fact that the Obama policy applied only to refugees from Iraq and did not ban entry into the U.S.

REFUGEES

Refugees are leaving their country to come to America because of war.

What is a refugee?

The 1951 Refugee Convention—an international treaty—defines a refugee as a person who is fleeing from his or her home country because of armed conflict or persecution. Refugees cross national borders to seek safety in another country. To learn more about refugees, visit www.unhcr.org.

BOTH SIDES

Why would someone disagree with this ban?

Why would someone agree with the ban?

FORMING OPINION

This is about the rule, not the president. You do not have to agree with your friends.

I disagree with the immigration ban because ____.

I agree with the immigration ban because ____.

Criteria For Success

5 Star Writing

- I have a capital letter to start the sentence.
- Punctuation, too, and the sentence.
- Use finger spaces.
- Use neat handwriting.
- My sentence makes sense!

5 minutes independent

5 minutes with assistance

BOTH SIDES

Why would someone disagree with this ban?

Why would someone agree with the ban?

Jelly Partners

<u>Zy'Ree</u>	<u>K. Short</u>	<u>James</u>	<u>Zion</u>
<u>Londyn</u>	<u>Jada</u>	<u>Ian</u>	<u>Za'Mari</u>
<u>Treasure</u>	<u>Joshua</u>	<u>Jeffery</u>	<u>Jazzy</u>
<u>Kennedy</u>	<u>Dasiyah</u>	<u>Karter</u>	<u>Jordan</u>
<u>Esrina</u>	<u>Jai'or</u>	<u>Mikha</u>	<u>Amber</u>
<u>Kourtney N.</u>	<u>Kashmala</u>		
<u>Kaleb</u>	<u>Warren</u>		
<u>Christian</u>	<u>Gyselle</u>		

FORMING OPINION

**This is about the rule, not the president.
You do not have to agree with your friends.**

**I disagree with the immigration ban
because ____ _ .**

**I agree with the immigration ban
because ____ _ .**

5.1b TIME for Kids Article



Explaining the Immigration Ban

TFK answers some key questions about President Trump's executive order

JAN 30, 2017 | By Lina Mai with TIME and AP reporting



OLIVER DOULIERY—GETTY IMAGES

U.S. President Donald Trump signs executive orders in the Hall of Heroes at the U.S. Department of Defense in Arlington, Virginia, on January 27.

On January 27, President Donald Trump signed an executive order on immigration. It blocks all refugees from entering the United States for 120 days, while refugees from Syria are barred for an undetermined length of time. The order also blocks citizens from seven majority-Muslim countries—Iran, Iraq, Libya, Somalia, Sudan, Syria, and Yemen—from entering the U.S. for 90 days.

Why did President Trump issue the executive order?

Trump says his goal is to protect the U.S. against terrorists. He says the order will give the government time to review the refugee approval process and develop additional security measures to stop extremists from entering the country.



RICCARDO SAVI—AP

Protesters rally during a demonstration against President Donald Trump's executive order on immigration at Dulles International

The Trump administration has defended its immigration order against critics by comparing it to President Barack Obama's 2011 policy on Iraqi refugees. In 2011, Obama established stricter checks on refugees from Iraq after two Iraqis were charged with terrorist activities in Kentucky. The Obama policy applied only to refugees from Iraq and did not block entry into the U.S.

What is a refugee?

order on immigration at Dulles International Airport in Arlington, Virginia, on January 28.

The 1951 Refugee Convention—an international treaty—defines a refugee as a person who is fleeing from his or her home country because of armed conflict or persecution. Refugees cross national borders to seek safety in another country. To learn more about refugees, click [here](#).

What has been the effect of the executive order so far?

The order sparked confusion in the U.S. and around the world. U.S. officials scrambled to enforce the president's policy, though they were not fully sure about some of its details. Some travelers found themselves being held at airports.

Of about 325,000 people traveling to the U.S. over the weekend, 109 "were slowed down" in their trips, according to White House Press Secretary Sean Spicer. An official with the Department of Homeland Security told reporters that 173 people had not been allowed to get on their planes overseas.

On Sunday, U.S. Homeland Security Secretary John Kelly issued a statement declaring that citizens of the seven majority-Muslim countries who are legal permanent residents of the U.S. will be allowed to re-enter the country. However, they may face additional screening.

What has been the reaction to the ban?



BRANDEN CAMP—AP
Protesters hold signs at Hartsfield-Jackson International Airport in Atlanta, Georgia, on January 29, during a demonstration against President Trump's executive order on immigration.

Thousands of people gathered at airports in the U.S. and around the world over the weekend to protest the executive order. Immigration and human-rights lawyers swarmed to airports to assist travelers who were detained. Prompted by an appeal from civil-liberties lawyers, federal courts in New York, Virginia, Massachusetts, and Washington blocked several parts of the president's orders, including stopping the government from deporting people with valid visas who arrived after the travel ban took effect.

Many lawmakers, including some Republicans, in the U.S. Congress have expressed their opposition to the ban. "The administration should immediately make appropriate revisions," Senator Bob Corker, Republican, of Tennessee said. He added that with appropriate review and consideration, he hopes that "many of these programs will be improved and reinstated."

"many of these programs will be improved and reinstated."

Abroad, the governments of most of the seven banned countries voiced their objections to Trump's order. Political leaders in Britain, Germany, France, and Canada criticized the immigration ban. Australia's prime minister, Malcolm Turnbull, supported it.

What happens next?

Democrats in the U.S. Congress are organizing a rally in Washington, D.C., on Monday evening to protest the executive order as a violation of the U.S. Constitution. "We are witnessing a historic injustice unfold, and we must keep the pressure on," House Minority Leader Nancy Pelosi wrote in a letter to Democratic members of the U.S. House of Representatives.

"Senate Democrats are going to introduce legislation to overturn [the executive order] and move it as quickly as we can," Senate Minority Leader Chuck Schumer said at a press conference on Sunday.

President Trump has said the policy is a "massive success story."

"It's working out very nicely," he told TIME.

<http://www.timeforkids.com/news/explaining-immigration-ban/544451>

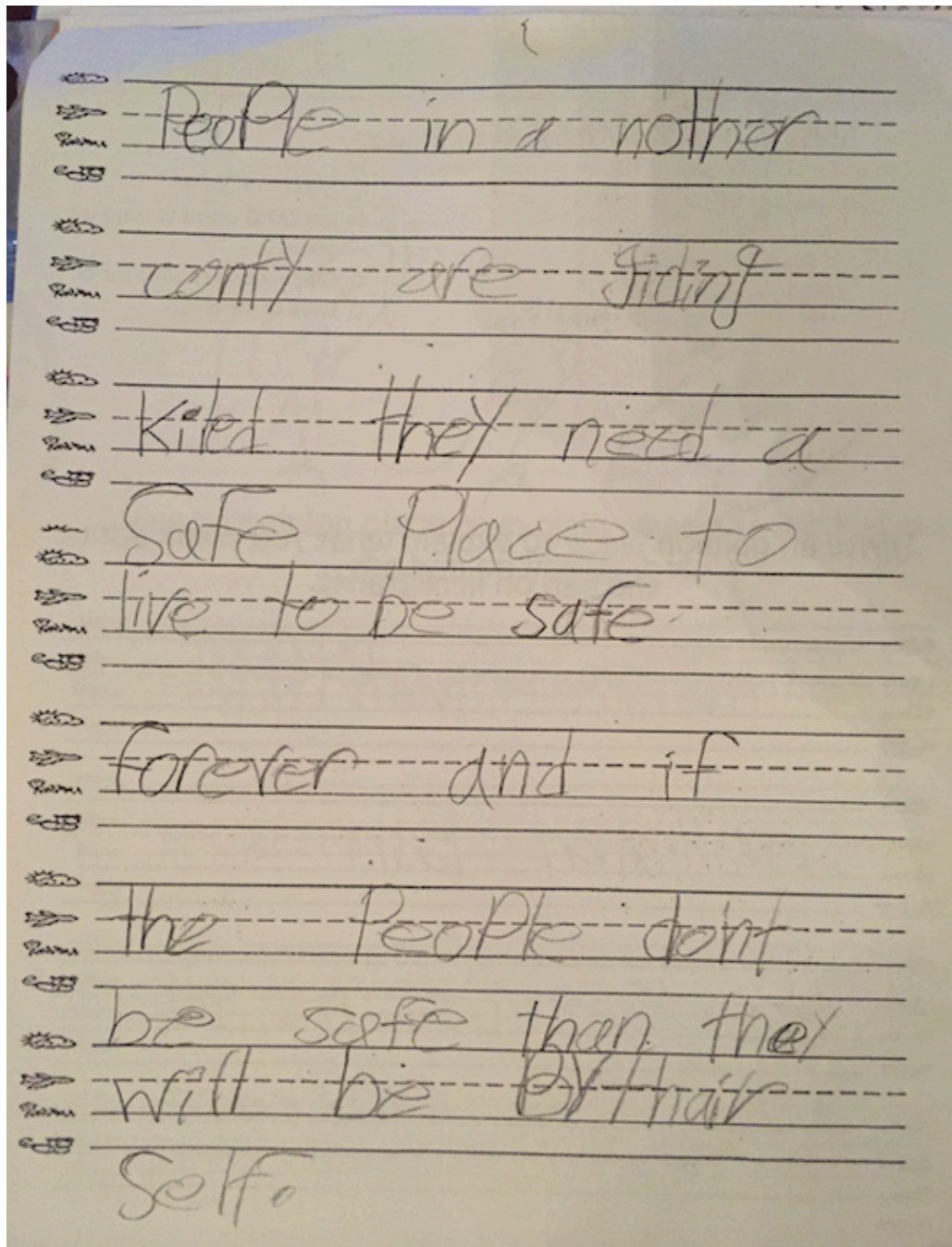
5.1c Student Writing Examples

Kashmird 3-7-17
this bother me
stop.

- Tap It Out Words
- Use **bold** words to echo the question.
- Give 2 supports (for 1 topic)
- Wrap up sentence.

Write an opinion piece to explain what you think about the ban on immigrants.

I disagree with the
immigration ban
Because its not fare
to the other country.



"I disagree with the ban because its not fair to the other countries. People in another country are getting killed and they need a safe place to live and be safe forever and if the people don't be safe then they will be by their selves." (Kashmala Mamanzay, age 6)

Jazmine 4/7/17

- Tap it Out Words
- Use **bold** words to echo the question.
- Give 2 supports (for 1 topic)
- Wrap up sentence.

Write an opinion piece to explain what you think about the ban on immigrants.

I Disagree with the immigration

ban because it is wrong. Why they

build the statue of Liberty if Donald Trump

don't like freedom? The Statue of Liberty

stands for freedom. Donald Trump is

against freedom. This one does not

require freedom.

"I disagree with the immigration ban because its wrong. Why they build the Statue of Liberty if Donald Trump don't like freedom? The Statue of Liberty stands for

freedom. Donald Trump is against freedom. This rule does not require freedom.”

(Jazmyne Page, age 6)

5.1d Immigration Ban Lesson Reflection

This lesson intimidated me, because I have heard my students share their parents opinions about Donald Trump, and skewed information that they have heard. However, I felt that since we have been studying the Statue of Liberty, and the word *immigrant*, that this was an appropriate opportunity to bring in a real life application question. Before the lesson started, I sat down with the students and let them know that this lesson would not be a time to share an opinion on the President. If we are forming an opinion on a ban, we cannot let opinions of a person skew the facts being presented. I reminded them that our classroom is safe place to speak our minds, and we are allowed to disagree with each other when it comes to sharing opinions. Laying that groundwork before the lesson started set a serious tone one our room, and I feel like students could tell that it was a privilege to read the newspaper and have an adult conversation.

The one area of this lesson that I will improve on, next time a conversation like this arises is how to address the religious component. In the article, it states that the seven countries banned from immigrating have mostly a Muslim population. Having a Muslim student in the class, she worried at first about her family in Pakistan. I read the countries again and confirmed to her that Pakistan was not on the list. In that moment, I did not get a chance to talk about how people feel deeply about their religion, and are often intimidated by other religious – especially if they do not understand them. Taking the time to briefly talk about religion, and how

religious freedom is a reason people immigrate to the United States would have made this lesson whole. However, in that moment, I deferred that responsibility to another teacher in the classroom, while I made sure Kashmala was okay. The other teacher in the room, my inclusion teacher, explained that religious freedom is what some immigrants are hoping for, but went no further and did not allow for questions. Next time we tackle an issue like this, I will be sure to put that plainly in my PowerPoint so I do not forget to tackle that topic.

Overall I think the lesson was effective because students wrote opinions on the ban, referencing the Statue of Liberty (our content focus of the week), and supported their answer with multiple details. Some students, in their writing, referred back to Donald Trump as a person, and I had private conferences with them later to have them extend their thoughts on the immigration ban, rather than the President, himself.

Rationale 5.2a Art Show For Heifer International

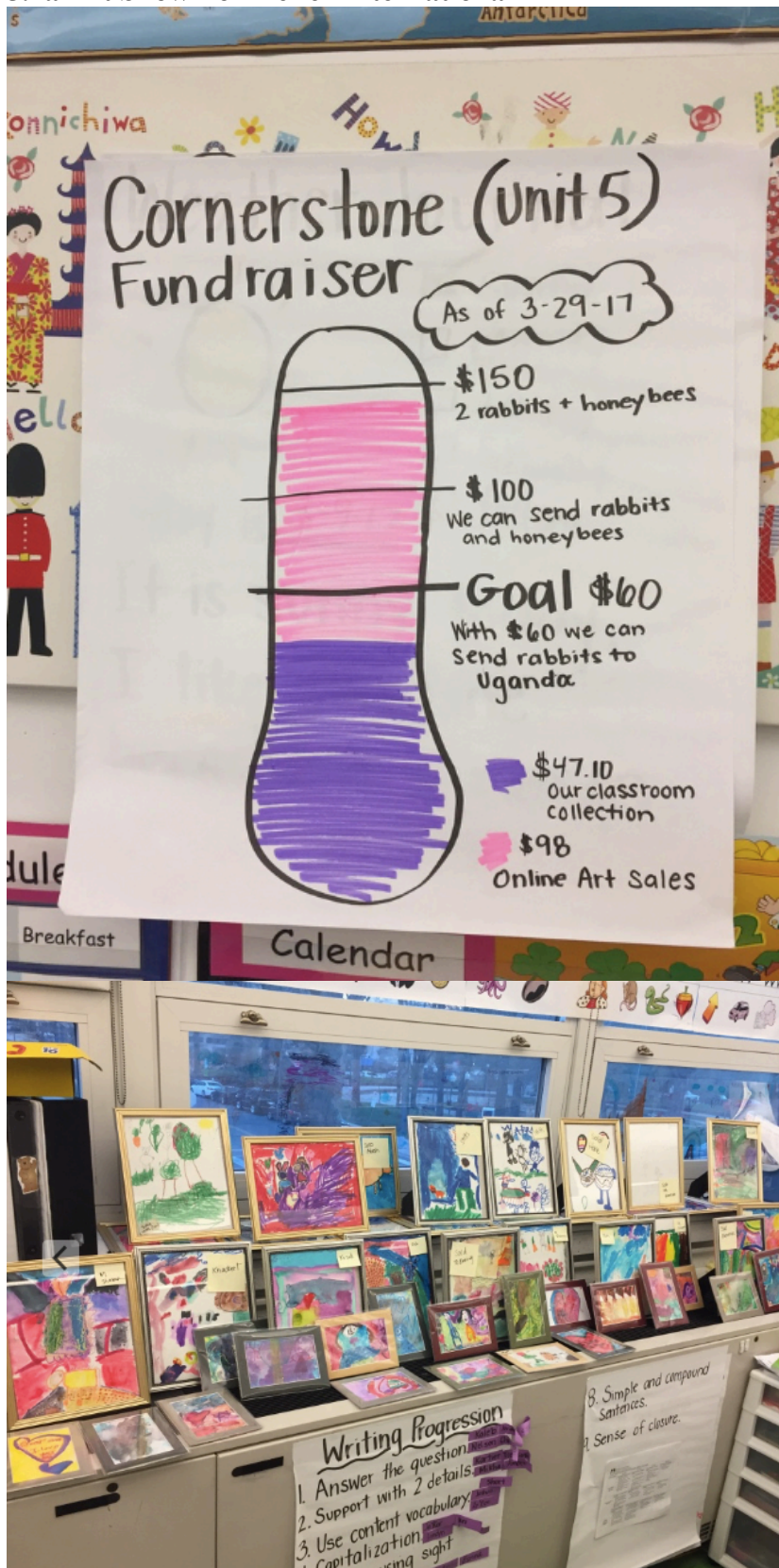
After reading *Give a Goat*, and students expressing that they also wanted to raise money to send animals to Uganda (through the Heifer International website), I asked students how they wanted to raise money (InTASC 5f, 5p, 5q, 5r). Students decided they wanted to follow the lead of the students in the book by putting coin collection units in every classroom, and selling snacks to teachers. A teacher reminder email also went out (5.2b), in addition to students going from class to class. I also suggested that we hold an art show (5.2a), and sell student art. Students were then asked to talk about whether or not we should do one of these ideas, or all three (InTASC 5d, 5g, 5s; NAEYC 5).

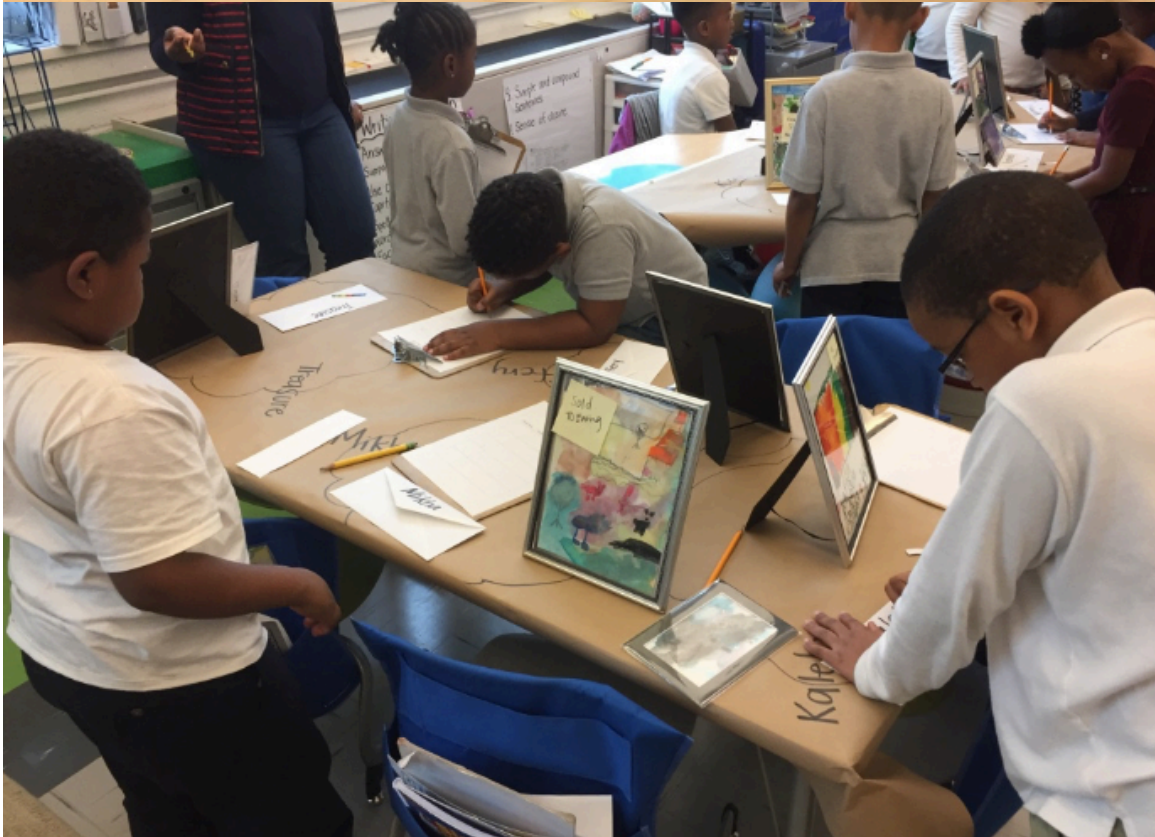
Students agreed that all three choices would give us a better chance of raising the money

we needed (InTASC 5a, 5i). Students then had to create an original piece of art, which somehow correlated to the story, *Give a Goat* (InTASC 5b, 5o).

Students planned, drew, painted, and wrote a descriptive piece about how their art was made and why it is relevant to the project, over the course of four days. On the final day, student held an Art Show in our classroom for the staff of Amidon-Bowen, and their parents. A parent letter (5.2c) went home to inform families about the project, in addition to a mention in our weekly newsletter. To make the project come to life, I also used two apps – Aurasma, and ChatterKids, to make the pictures come to life. By prerecording students speaking about their artwork, whenever student pictures were scanned with the Aurasma app, the illustration came to life and the student's voice was heard talking about their painting. By having students write and speak about their art, I demonstrated my ability to develop my learners' communication skills (InTASC 5e, 5h, 5l, 5m, 5n, 5o, 5p). The use of the Aurasma and ChatterKids app was transferred to the hallway, so now anyone with the Aurasma app can scan our bulletin board and hear about the artwork, what it features, and how our art show has benefitted people in Uganda (InTASC 5c, 5e, 5l, 5n, 5o, 5p).

5.2a Art Show For Heifer International





5.2b Donation Email to Staff

Room 212 Art Show



← REPLY

↩ REPLY ALL

→ FORWARD



Terlop, Rachel (DCPS)

Mon 3/27/2017 8:27 PM

mark as unread

[show all 34 recipients](#)

To: Sykes, TaMikka (DCPS); Diamont, Catrice (DCPS); Brown, Sabrina (DCPS);
Kirschenbaum, Shaina (DCPS); Abby Hare <maf627@gmail.com>;
Fitzpatrick, Jennifer (DCPS); Harper, Kelly (DCPS); ...

Dear ABES Family,

On Thursday, the first graders in Room 212 will be selling their art work for \$1 - \$3 dollars. Our goal is to raise a total of \$60 to send rabbits to a family in Uganda.

If you'd like to support our cause, please feel free to stop by any time any time after 10:30 am to purchase art work. Parents have been invited at 2:30 - 3:00 pm. This is our Cornerstone project for our unit, All About Money. One of our big words was "**donate**."

Additionally, if you would like to buy a treat, there is a bucket of goodies in the Staff Lounge!

Right now, Mr. Adriatico's class is in the lead for most money raised! Keep it up!

Rachel Terlop

donate

1 of 1



5.2c Donation Letter for Parents

Dear Room 212 Family,

In First Grade, we are wrapping up our fifth Close Reading unit, All About Money. In this unit we have read about how people spend, save, and donate money. For our Cornerstone project, we are working on a donation project.

We read *Beatrice's Goat* by Page McBrier and *Give a Goat* by Jan West Schrock, and discussed how the class in *Give a Goat* changed a family's life.

Our class decided that they want to be change someone in Uganda's life, too! We looked at the Heifer International website and narrowed our choices down between raising money to purchase honeybees, rabbits, or a goat. Students wrote persuasive letters to me explaining what they thought we should buy, and why. Overwhelmingly, the class wants to raise money for rabbits!

Here is where we need your help. We need to raise a minimum of \$60 to purchase the rabbits, and we want to include you in one way for us to raise money.

Students will hold an Art Show on the afternoon of March 30th, to sell their art, to raise money.

The Art Show will be from 2:30 until 3:00 pm, and parents will be able to purchase their student, or another student's piece of art.



All art will be \$1 - \$3 dollars depending on the size.



We hope you can attend the Art Show, or donate money if you are unable to attend. We will collect funds through March 30th.

Mrs. Terlop, Ms. Young, and Ms. Y

Rationale 5.3a Turn and Talk Partnerships


In our classroom, whole group lessons are broken up with turn and talk opportunities, so students are not absorbing information in a silo. Having a chance to utilize turn and talk partnerships (5.3a) can serve many purposes – obtaining feedback, checking work, clarifying a thought or idea, or correcting errors and miscues. Each new unit brings new partners for varied reasons. Peanut butter and jelly partners were formed with two thoughts in mind. Jelly partners were arranged by ability level in math. Students who are ‘orange’ jelly partners are the students who are still working on their fluency skills within 10, and ‘purple’ jelly partners are the ones who are fluently adding numbers to twenty with ease. These mixed ability partnerships allow for students to get feedback on their work, and also correct each other’s misconceptions of appropriate. Peanut butter partners were formed with speaking and listening skills in mind. Students who are ‘purple’ peanut butter partners are strong speakers, and are able to echo the words in a question without prompting. The ‘blue’ peanut butter partners struggle to echo the question, or answer questions in full sentences. Additionally, some ‘blue’ peanut butter partners avoid sharing or speaking out in class. These mixed ability partnerships were created so the ‘purple’ partners could model how to answer a question, or write, and the ‘blue’ partners could benefit from the scaffold. When it comes to new concepts, the partnerships can be used just as a means of organizing students with a peer to practice a skill.

These turn and talk partnerships demonstrate my ability to develop and implement supports for learner literacy development across content areas (InTASC 5h, 5n, 5s). I have successfully used turn and talk partnerships in math (5.3b) to discuss a warm up question, or in close reading (5.3c) to discuss and plan opening sentences for our writing.

5.3a Turn and Talk Partnerships

Jelly Partners

<u>Zy'Ree</u>	<u>K. Short</u>	<u>James</u>	<u>Zion</u>
<u>Londyn</u>	<u>Jada</u>	<u>Ian</u>	<u>Za'Mari</u>
<u>Treasure</u>	<u>Joshua</u>	<u>Jeffery</u>	<u>Jazzy</u>
<u>Kennedy</u>	<u>Dasiyah</u>	<u>Kartier</u>	<u>Jordan</u>
<u>Esrina</u>	<u>Ja'kor</u>	<u>Mikha</u>	<u>Amber</u>
<u>Kourtney N.</u>	<u>Kashmala</u>		
<u>Kaleb</u>	<u>Warren</u>		
<u>Christian</u>	<u>Gyselle</u>		



Peanut Butter Partners

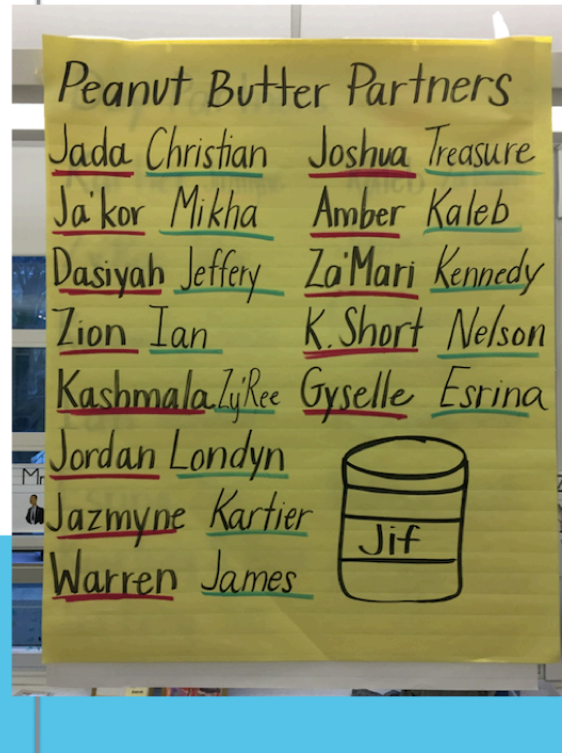
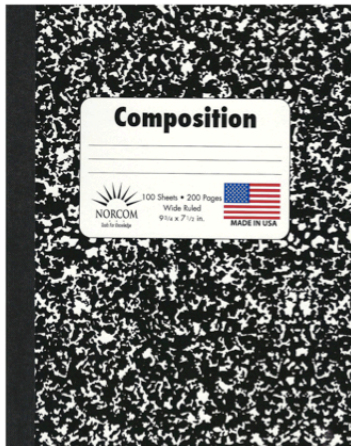
<u>Jada</u>	<u>Christian</u>	<u>Joshua</u>	<u>Treasure</u>
<u>Ja'kor</u>	<u>Mikha</u>	<u>Amber</u>	<u>Kaleb</u>
<u>Dasiyah</u>	<u>Jeffery</u>	<u>Za'Mari</u>	<u>Kennedy</u>
<u>Zion</u>	<u>Ian</u>	<u>K. Short</u>	<u>Nelson</u>
<u>Kashmala</u>	<u>Zy'Ree</u>	<u>Gyselle</u>	<u>Esrina</u>
<u>Jordan</u>	<u>Londyn</u>		
<u>Jazmyne</u>	<u>Kartier</u>		
<u>Warren</u>	<u>James</u>		



5.3b Math Turn and Talk PowerPoint

WARM UP

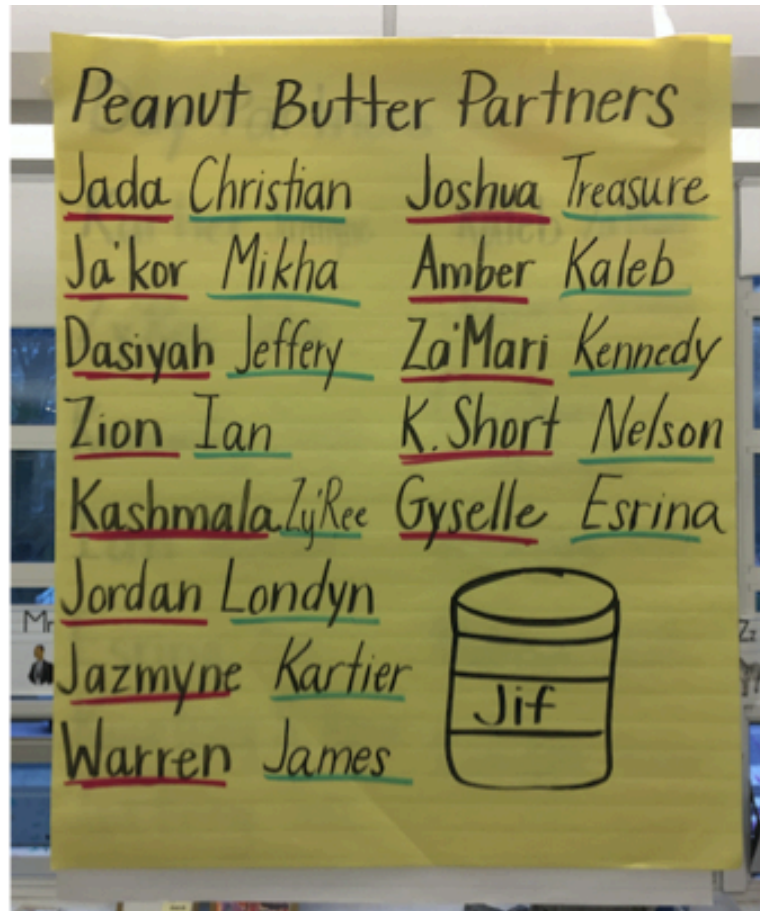
Name someone that is
shorter than Ms. Y, but
taller than Jazmyne.



5.3c Close Reading Turn and Talk PowerPoint Slide

+ Turn and Talk

What do the stars and stripes on the American flag represent?



InTASC Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

NAEYC Standard 3: Observing, Documenting and Assessing

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They a) know about and understand the goals, benefits, and uses of assessment. They b) know about and use systematic observations, documentation, and other effective assessment strategies c) in a responsible way, d) in partnership with families and other professionals, to positively influence the development of every child.

Artifacts

6.1a Speaking and Listening Checklist

6.1b Filled in Speaking and Listening Checklist

6.1c Speaking and Listening Checklist Reflection

6.2a Eureka Math Test

6.2b Math Test PowerPoint

6.3a LEAP Meeting Criteria for Success

6.3b Criteria for Success Document

6.4a Math Journal Feedback Activity

6.5a Differentiated Application Problem

6.6a Sight Word Line Up

6.7a Differentiated Response in Guided Reading

Rationale for 6.1a Speaking and Listening Checklist

In my classroom, we incorporate turn and talk time into each lesson, allowing students reflect on a question, share thoughts or strategies, and check each other's work. With that being said, there are speaking and listening standards in first grade that students are evaluated on. A speaking and listening checklist (6.1a) gives me a way to track student conversations as a formative assessment (InTASC 6a, 6j, 6o, 6r; NAEYC 3). The markings at the bottom of the speaking and listening checklist (6.1a) and used to comment on the filled in speaking and listening

checklist (6.1b) reflect the requirements to meet the speaking and listening standards for first grade (InTASC 6b, 6o, 6r, 6t).

Turn and talk is such an important part of our classroom learning sessions because it is a way for students to demonstrate knowledge (InTASC 6e), and inform my practice for future lessons (InTASC 6g, 6k; NAEYC 3).

6.1a Blank Speaking and Listening Checklist

Skill Tracking Checklist, Tracking for Speaking and Listening Skills

	Morning Meeting	Close Reading	Math	Closing Circle
<u>Kaleb</u>				
<u>Kariter</u>				
<u>Mikha</u>				
Jeffery				
Treasure				
Jordan				
Christian				
<u>ZyRee</u>				
<u>Kashmala</u>				
Joshua				
<u>Gyselle</u>				
<u>Ja'Kar</u>				
<u>Landyn</u>				
<u>Kourtney N.</u>				
<u>Jazmyne</u>				
Amber				
<u>Kourtney S.</u>				
<u>Dasiyah</u>				
Zion				
Ian				
<u>Jada</u>				
James				
Warren				
<u>Esrina</u>				
<u>Za'Mari</u>				
Kennedy				

R - Responded in full sentence ® - Did not respond on topic/full sentence

Q - Asked a Question © - No Eye Contact

6.1b Filled in Speaking and Listening Checklist

Skill Tracking Checklist. Tracking for Speaking and Listening Skills

Feb 16 2017	Morning Meeting	Close Reading	Math	Closing Circle
Kaleb	R			
Kariter	R		R	
Mikha	R	(M)	R	
Jeffery	R R			
Treasure	(R)	I	R	
Jordan				
Christian	(C) R			
ZyRee			R	
Kashmala	R		R	
Joshua				
Gyselle			R	
Ja'Kor			R	
Londyn	R			
Kourtney N.	R			
Jazmyne	R R		R	
Amber				
Kourtney S.				
Dasiyah	R Q R			
Zion	(R)			
Ian				
Jada	R promoting		R	
James				
Warren	R Q R			
Esrina				
Za'Mari	R		R	
Kennedy	R	(C)		

R - Responded in full sentence (R) - Did not respond on topic/full sentence
Q - Asked a Question (C) - No Eye Contact

6.1c Speaking and Listening Checklist Reflection

Creating a speaking and listening checklist (6.1a) has helped me monitor student's speaking skills and address them through my teaching (InTASC 6c, 6t, 6v). After a week of using this checklist during turn and talk conversations, I began to notice that the same few students in my class (Treasure, Christain, Zion, and Kaleb) were consistently not speaking in full sentences, or not answering the questions. After identifying the trends of need, I was able to alter my instruction, and create more effective partners for turn and talk.

I altered my instruction in three ways. First, I started reiterating the expectations for turn and talk before setting the students off to talk to one another. I reminded students that your job is to listen to your partner and respond, not just simply share your piece. You are allowed to disagree with your partner, when speaking in opinions, or correct your partner if they are sharing incorrect facts or strategies. Additionally, I began modeling explicitly how to speak in a full sentence. By giving my students a sentence starter (InTASC 6g, 6h, 6u), I was showing them explicitly how to echo the words in a question when answering. Finally, I now give feedback to students on their turn and talk interactions (InTASC 6l, 6s). Using my checklist as a reference point, I am able to name students who echoed the question, asked a follow up question to a partner and made eye contact. I am also able to give corrective feedback to the students who only use a few words, or do not respond to their partners (InTASC 6d, 6m, 6q).

This speaking and listening checklist also helped me form more structured turn and talk partnerships. The students who were demonstrating the ability to speak and respond in full sentences without scaffolding were partnered up with

students who were inconsistently answering, or only giving a one or two word response. Although I do not use a speaking and listening checklist on a daily basis, I do use it at least once a week to update partnerships, or to hone in on a few students who need more support in accessing the content.

Rationale for 6.2a Eureka Math Test

In my first grade classroom, I have been asked to teach the Eureka math curriculum, and assess students using the end of module Eureka Math Test (6.2a). This summative assessment is used only at the end of the module to assess student's understanding of the concepts taught in the module. Daily formative assessment is done with practice problems, and helps me gauge my student's readiness for the test, and comprehension of skills taught (InTASC 6a, 6j, 6t; NAEYC 3). After taking the Eureka Math Test (6.2a), I analyze students' answers and look for trends of need to inform my instruction before starting the next module (InTASC 6c, 6l, 6t, 6v; NAEYC 3).

The Math Test PowerPoint (6.2b) is what I used to help students during the test. By putting the math test up on the board, and helping students read directions, and explaining possible miscues in the directions, I am helping prepare my students for the demands of a particular assessment, and the PowerPoint serves as an accommodation for the testing environment, as well as using technology to support the assessment practice (InTASC 6h, 6i, 6p, 6u). Additionally, using a student's answers in the PowerPoint as a model demonstrates my ability to engage learners in understanding and identifying quality work, and serves as a model for students to examine their own thinking, as well as the performance of others (InTASC 6d, 6f). By

showing a student example, and modeling the correct way to label an answer, in this case, helped my non-reading students/visual learners understand the expectation of what the word 'label' meant (InTASC 6d, 6h, 6i, 6u).

6.2a Eureka Math Test

A STORY OF UNITS
End-of-Module Assessment Task
1•3

Name _____ Date _____

1. Each student in the class put a sticky note on the graph to show the vegetable he likes best. Use the graph below to answer the questions. Remember to label your answers.

Vegetables That Students Like Best = 1 student

	Broccoli 	Peas 	Carrots
Number of Students			

a. How many students like carrots the best? _____

b. How many students like carrots and peas the best? _____

c. How many total students answered the survey? _____

d. How many more students like broccoli than like peas the best?

e. How many fewer students like broccoli than like carrots the best?

EUREKA
MATH™

Module 3: Ordering and Comparing Length Measurements as Numbers

181



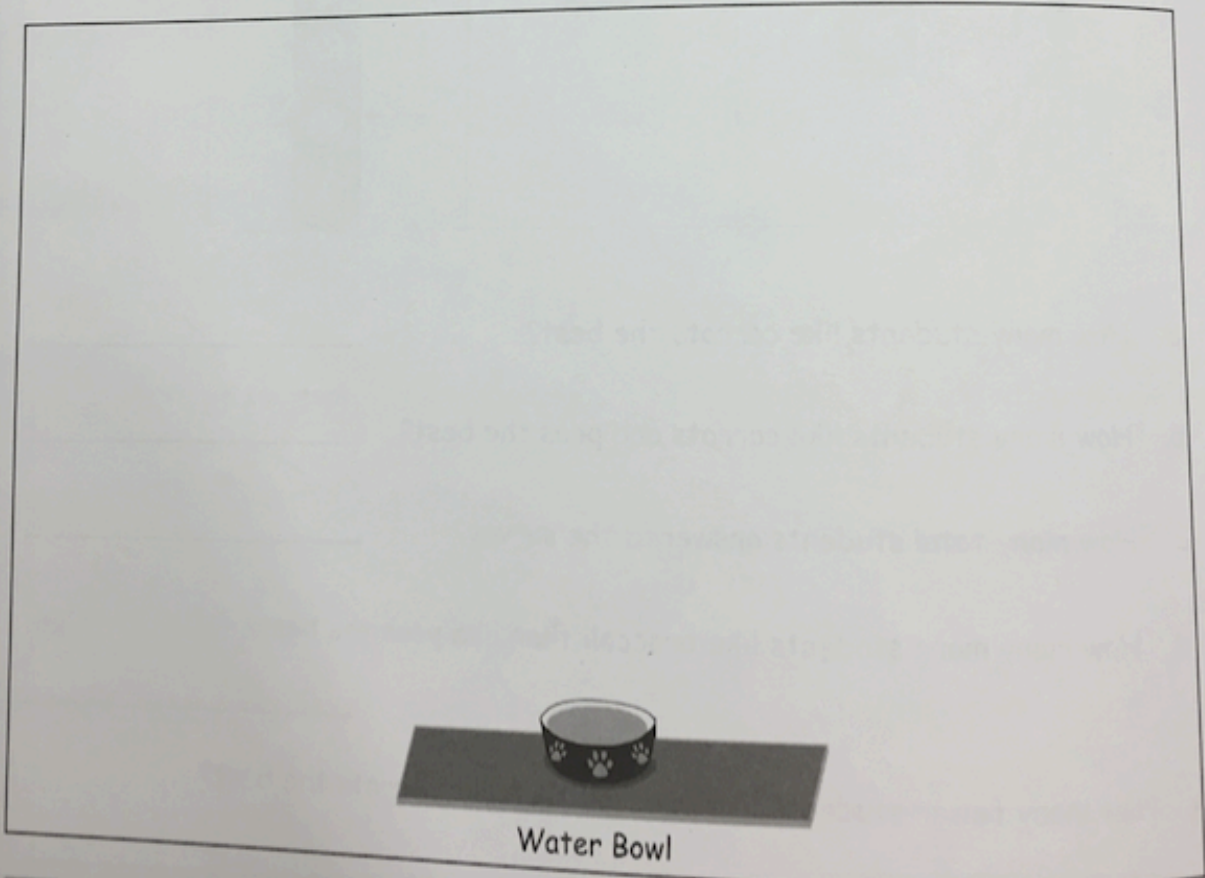
2. Cesar has a piece of string that he wants to use to compare how far his cat's bed




and his dog's bed are from their shared water bowl.

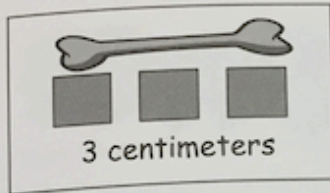
- The string is a lot **longer** than the dog's path to the bowl.
- The string is a lot **shorter** than the cat's path to the bowl.

Whose path is shorter to the water bowl, the dog's or the cat's? Draw a picture to show how you know.

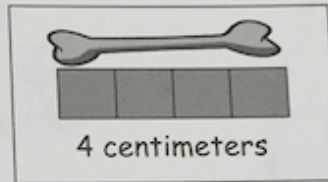


3. Circle the pictures that show a correct measurement.  is a centimeter cube.

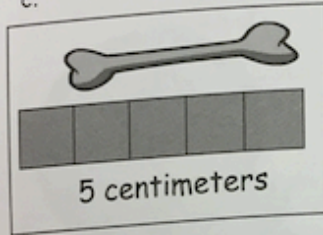
a.



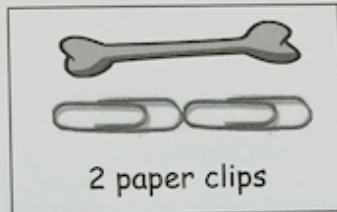
b.



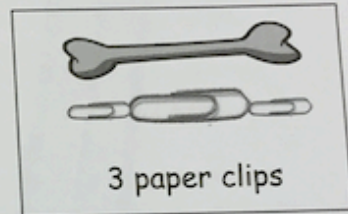
c.



d.



e.



a. Why did you pick these pictures? Explain your thinking with two reasons.

b. What was the length measurement of the **bone** for each correct picture?

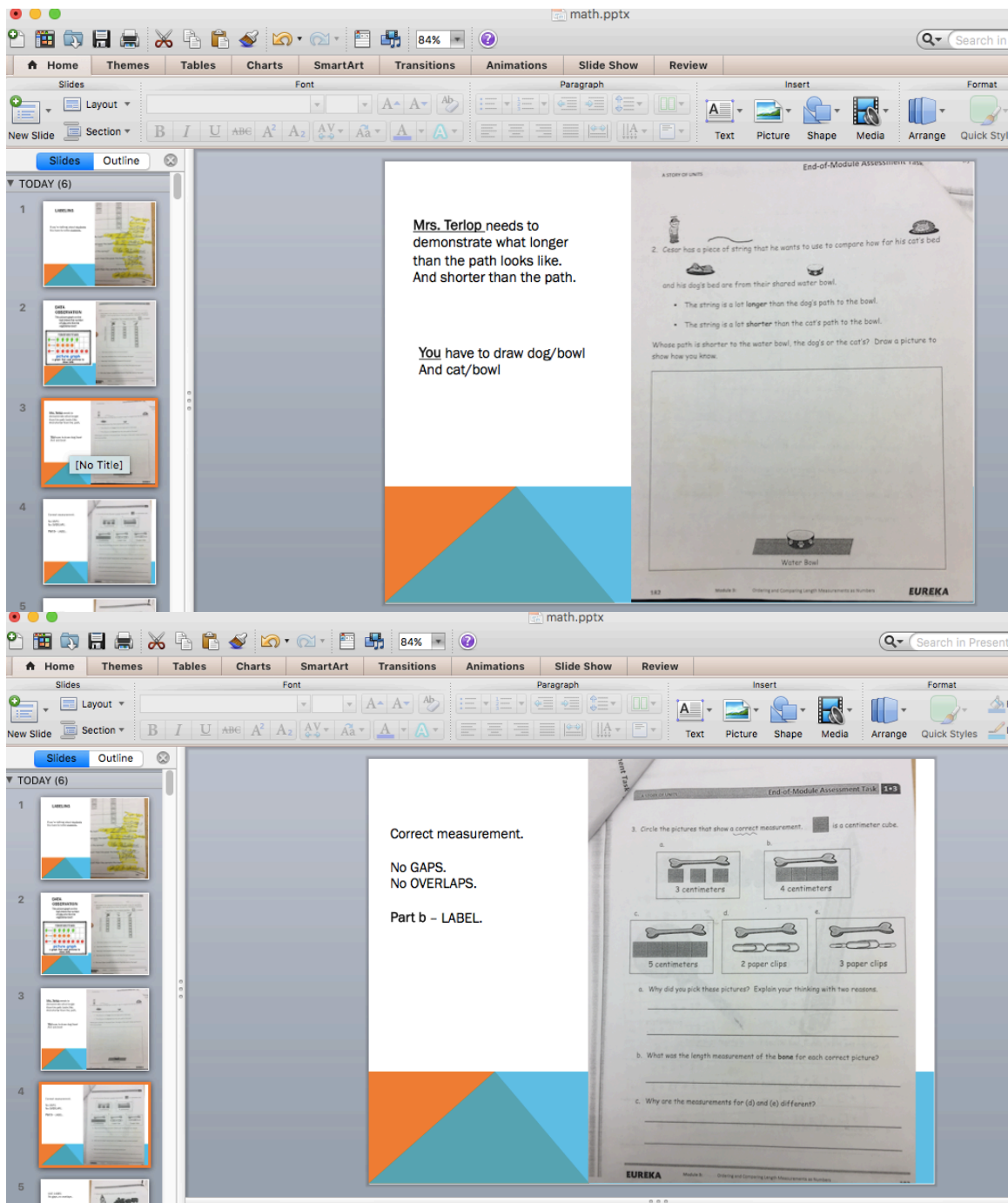
c. Why are the measurements for (d) and (e) different?

6.2b Math Test PowerPoint

The image displays two screenshots of a PowerPoint presentation titled "math.pptx".

Top Screenshot: The slide is titled "LABELING". The text on the slide reads: "If you're talking about students You have to write students." To the right of the text is a photograph of a student's handwritten work. The student has written "2e Van" and "2 students like" in yellow. Below this, there are several questions and answers related to a survey about vegetables. The answers are written in yellow and include "2 x 7 carrots", "45 students total", "16 students", "2 students", "12 x 11", and "22 students".

Bottom Screenshot: The slide is titled "DATA OBSERVATION". The text on the slide reads: "This picture graph on the test shows the number of kids who like the vegetables best!" Below the text is a photograph of a student's handwritten work. The student has written "2e Van" and "2 students like" in yellow. Below this, there are several questions and answers related to a survey about vegetables. The answers are written in yellow and include "2 x 7 carrots", "45 students total", "16 students", "2 students", "12 x 11", and "22 students".



Rationale for 6.3a LEAP Meeting to Plan Criteria for Success

On Tuesday afternoons, I meet with my English Language Arts LEAP team to participate in district mandated Professional Development. During the March 21, 2017 meeting, the members of the team met to discuss and create a criteria for success document (6.3b) for our students to reference when checking their work,

and giving feedback to peers (InTASC 6c; NAEYC 3). After analyzing student work with members of the LEAP team, we identified the necessary elements that should be included in the criteria for success document. Our LEAP portal shows evidence of our meeting plan for the criteria for success (6.3a).

By creating and sharing the criteria for success with students, I am demonstrating the ability to prepare learners for the demands of a particular assessment format (InTASC 6h, 6p).

6.3a LEAP Meeting to Plan Criteria for Success

The screenshot displays the LEAP portal interface. At the top, a dark blue header bar contains the LEAP logo (powered by Whetstone), navigation icons, and user information for Rachel Terlop. Below the header, the main content area is titled 'Module 3- Seminar 5' with a 'Share with Others' button. A tabbed interface shows 'Details', 'Resources', and 'Discussion'. The 'Details' tab is active, displaying meeting information: Meeting Date (3/21/2017 12:30pm EDT), Created (3/17/2017 10:25am EDT), Host (Abby Hare), Participants (Abby Hare, Rachel Terlop, Christine Anderson, Hajar Bencherki), School (Amidon-Bowen ES), Grade (1st grade), and Course (Literacy). Below this, a section titled 'LEAP Seminar' includes a prompt for 'Meeting Reflections' to share next steps and feedback.

leap DISTRICT OF COLUMBIA PUBLIC SCHOOLS POWERED BY WHETSTONE

Help 53 Rachel Terlop

Module 3- Seminar 5

Share with Others

Details Resources Discussion

Meeting Date: 3/21/2017 12:30pm EDT
Created: 3/17/2017 10:25am EDT
Host: Abby Hare
Participants:

- Abby Hare
- Rachel Terlop
- Christine Anderson
- Hajar Bencherki

School: Amidon-Bowen ES
Grade: 1st grade
Course: Literacy

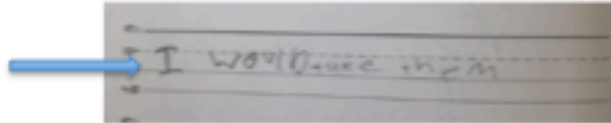
LEAP Seminar

Meeting Reflections - Use this space to share next steps, feedback, things to remember, additional ideas (optional, visible to teacher)
For Seminar on Tuesday, please bring some student work samples from the lesson that you planned this past week! If you have been using any sort of checklist for collaborative conversations (or student writing), bring that too!

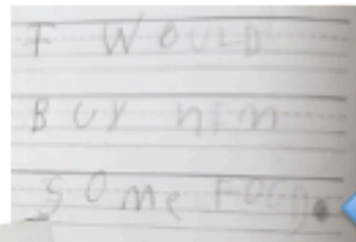
6.3b Criteria for Success Document

Criteria For Success 5 Star Writing

- ★ I have a capital letter to start the sentence.



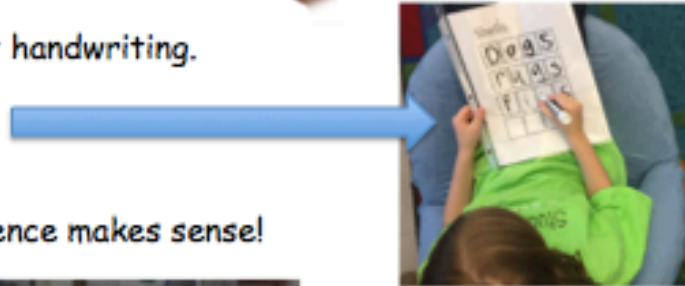
- ★ Punctuation to end the sentence.



- ★ Use finger spaces.



- ★ Use neat handwriting.



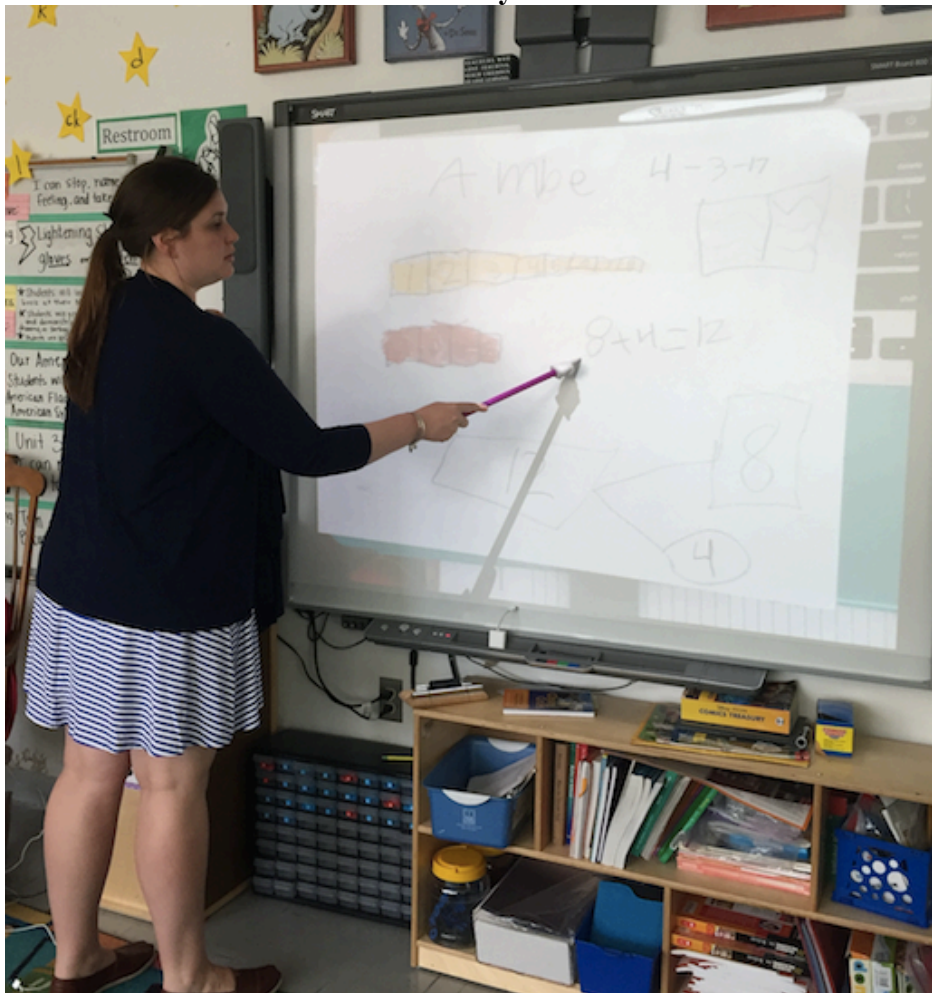
- ★ My sentence makes sense!



Rationale for 6.4a Math Journal Feedback Activity

When students walk into math, immediately after lunch, there is a 'Do Now' activity on the board. The 'Do Now' activity is done in students' math journals and relates to the concept being taught in math that day (InTASC 6a, 6b). The problem and criteria for success (InTASC 6f, 6h) are on the board when students walk in, and they have five minutes to complete it. Before moving on to our whole group instruction, I take a picture of one or two student's work on the iPad and put it up on the board (InTASC 6i). Students come to the carpet and we start with our Math Journal Feedback Activity (6.4a). I bring up student work on the iPad and go over the criteria for success, and then open the floor to classmates to give feedback on what was done well, and what can be improved upon for next time (InTASC 6c, 6d, 6e; NAEYC 3). I begin by modeling appropriate praise, and allow students to chime in. I then restate the criteria for success, and let students state the criteria that was not met, if any (InTASC 6l, 6m, 6n, 6q, 6s). This feedback session take five minutes, but allows students to evaluate peer work against criteria, give constructive feedback and praise, and self-reflect on their own work.

6.4a Math Journal Feedback Activity



Rationale for 6.5a Differentiated Application Problem

Within the Eureka curriculum, teachers are provided with an application problem for students to grapple with, on a daily basis. The skills in the application problem coincide with the standard and objective of the day. I typically take the application problem of the day, and then provide students who are struggling with the concept of the day, with a Differentiated Application Problem (6.5a). In creating a differentiated application problem (6.5a), I ensure that the objective of the day is being met, but reduce the number of steps students have to take to demonstrate the skill. By creating this differentiated application problem, it shows my ability to

design assessments that match learning objectives and student learning goals (InTASC 6b, 6k, 6r, 6u), as well as by ability to assess students understanding during a lesson and provide them with the appropriate application problem for their ability level (InTASC 6g, 6p).



In the application problem provided, the objective was for students to demonstrate their understanding that sharpening a pencil makes it shorter, and applying subtraction knowledge to find the measurement of the pencil. In the original application problem, there are two students sharpening and comparing pencils as to whose pencil is longer, and in the second problem there is only one student who is sharpening a pencil. Removing the step of comparing students allowed my struggling students to focus on the abstract concept of sharpening and subtracting without having to juggle multiple people's pencil lengths. This accommodation to the application problem demonstrates my ability to make appropriate accommodations and adapt an application problem to address specific learning goals (InTASC 6h, 6k).

6.5a Differentiated Application Problem



Read: Nigel and Corey each have new pencils that are the same length. Corey uses his pencil so much he needs to sharpen a few times. Nigel does not use his at all. Nigel and Corey compare pencils. Whose pencil is longer? Draw a picture to show your thinking.




 Nigel:	 Corey:
Answer Statement (words):	



Read: Nigel has a new pencil. It is 8 centimeters long. He sharpens it, and it is now 2 centimeters shorter. What happened to the pencil, and how long is it now?

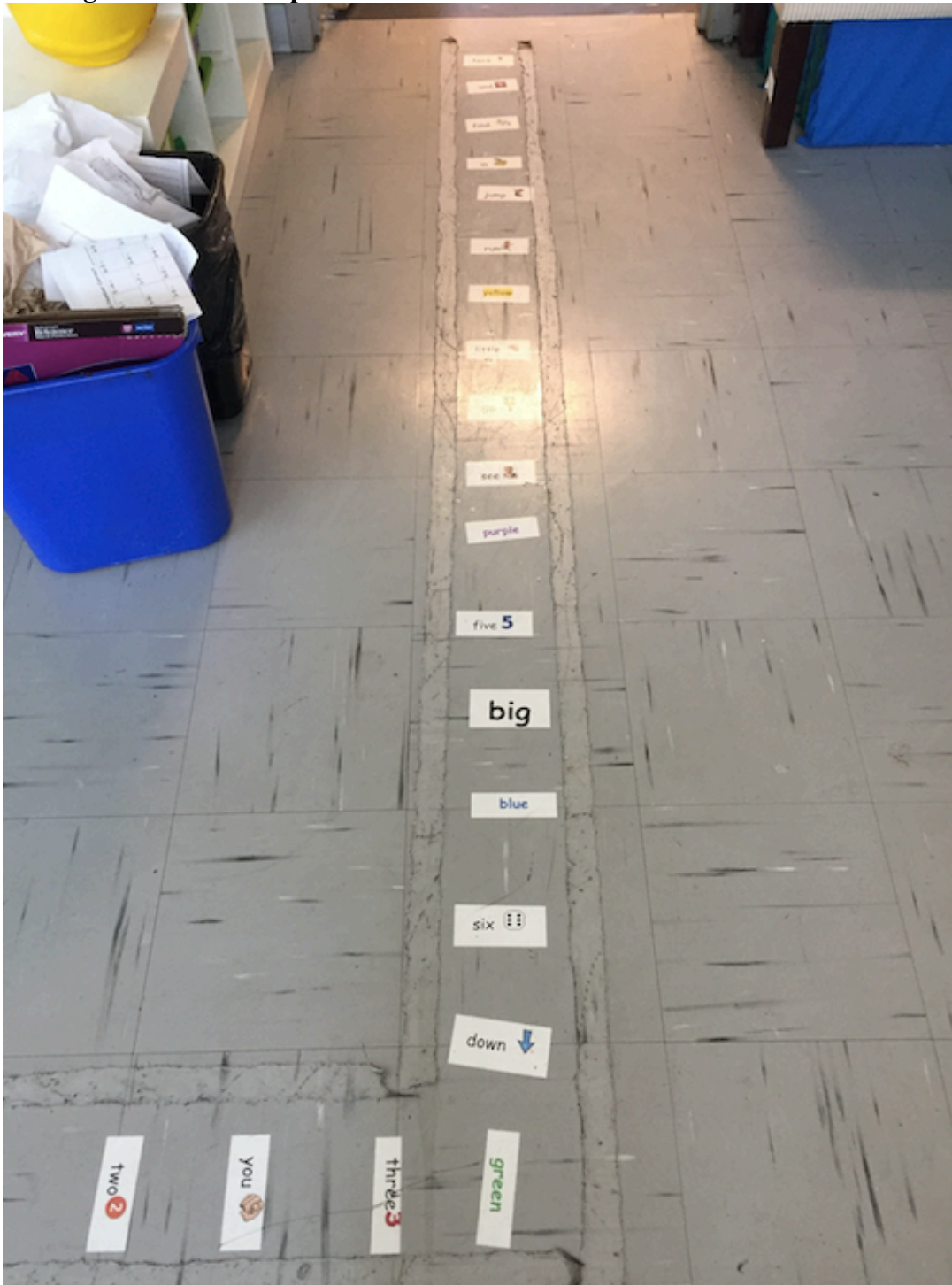


 Nigel's Pencil:	 Nigel's Pencil <u>After Sharpening:</u>
Answer Statement (words):	

Rationale for 6.6a Sight Word Line Up

During guided reading, Foundations, and our morning messages, I incorporate the teaching of sight words. One way I assess sight word knowledge is by utilizing our Sight Word Line Up (6.6a). When I call students to line up at the door, I stand at the top of the line, and call students one at a time to stand an a specific word. This allows me to check individual student's knowledge of sight words (InTASC 6a, 6t) and assess who needs re-teaching (InTASC 6e). This method of lining up uses transitional time as a way for me to do a quick formative assessment on student's specific sight word knowledge.

6.6a Sight Word Line Up



Rationale for 6.7a Differentiated Response in Guided Reading

When reading *The Apple Pie Tree* by Zoe Hall, I asked the students to write a paragraph explaining how apples grow in relation to the seasons. In order to plan

the writing, I asked students to write or draw what the apple tree looks like during each season. By providing the option to write or draw, I am allowing students a choice of how to demonstrate their knowledge (InTASC 6e, 6k), in preparation for the assessment of writing a paragraph (InTASC 6h, 6p, 6t)

6.7a Differentiated Response in Guided Reading

