

Renaissance Teacher Work Sample Consortium

A Teacher Work Sample Exemplar

Submitted by: Idaho State University

Grade Level: Kindergarten

Topic: Colors

Idaho State University
College of Education

Teacher Work Sample Cover Sheet

Name: Stephanie Student Number: _____

Degree Program: X Elementary _____ Secondary

Components: Earth Science & Social Science

(Or) Teaching Major: _____ Teaching Minor:

Course: EDUC 309 _____ EDUC 402 X

Instructor: Julie Newsome Date Submitted: 07 December 2007

Field Placement (School and District): Jacksonville Commons Elementary,
Onslow County School District

TWS Grade Level(s): Kindergarten TWS Content Area(s): Colors: All Areas

I affirm and testify that all materials included in this teacher work sample were completed by me this current semester and are not identical to my own previous work.

I understand that submission of materials identical to those of another teacher education student will constitute academic dishonesty and that both of us may be dismissed from the teacher education program.

Signature: _____ Date: 05 December 2007

As specified in the Assessment Consent section in your course syllabus, if your performance assessments are used to demonstrate program accountability, then your identity will be protected or disguised. Your signature below provides permission to disclose your identity in order to give you credit for your performance.

Signature: _____ Date: 05 December 2007

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A. Learning–Teaching Context

Total Number of Students= 18		
	Males	Females
Total #	10	8
With disabilities (PEP)	1	0
English Language Learners (ELL)	0	0
Native American/Alaska Native	0	0
Asian	1	0
Black or African American	3	2
Hispanic	1	0
Native Hawaiian/ Pacific Islander	0	0
White or Caucasian	2	5
Other (multi-racial/Multi-ethnic)	3	1
Free or Reduced Lunch for whole school: 41.4% Our class: ~ 7 students		

School Community Characteristics

Jacksonville Commons is an elementary school for grades K-5 and is located in Onslow County in Jacksonville, North Carolina. Jacksonville Commons Elementary (JCE) is located on part of a 2.5 mile circle in a “better off” part of town. Along this circle there is a fire station, recreation center, several family friendly parks, a middle school, a high school, two apartment complexes, and several neighborhoods of both middle and upper class. This area of town is known for high family involvement, but this school draws students from all over town, including those living in the low socioeconomic areas of the town.

The high number of students in this school with parents in the military is what will affect my teaching and counteract the usual high parent involvement because there are always marine company deployments where a student’s parent(s) will be gone for an extended amount of time. During that time students can develop social and emotional problems which can affect their will or ability to do well and learn in school. Another way the military population of JCE will affect my teaching is that students get moved around a lot or pulled out during deployment R&R (rest and relaxation). This affects my teaching because different states have different standards and

goals for students learning so the student can either be above or behind their peers when they move here, or get behind when they are pulled out for any length of time.

During the 2005-2006 school year, Jacksonville Commons Elementary had 755 students enrolled (National Center for Education Statistics, 2006). JCE has 35 K-5 teachers employed for the 2007-2008 school year, and 18 teacher's assistants (Jacksonville Commons Elementary, 2007). The student to teacher ratio is twelve to two (National Center for Education Statistics, 2006). The average class size is 20 which is above the state average of 19 (NC School Report Cards, 2006). The high number of students in this school will affect my teaching because it will limit the amount of time I can spend individually with my students. The number of teacher's assistants in this school will impact my teaching because the teacher's assistants provide extra support by doing the "secretarial" part of teaching and provide help by working with students one-on-one. I have one teacher's assistant who is in the classroom for all but two hours of the day and helps with anything I need help with (i.e. grading, putting together books, making copies, etc.). With this extra help I am better able to teach and students are better able to learn because I can focus on teaching and not disciplining a whole class.

Classroom Characteristics

I teach a full-day kindergarten class which emphasizes both small group learning and whole group instruction. My students complete their daily writing jobs in small groups that rotate daily, and spend the rest of the day learning in a whole group setting at "home base." This is an area with a sectioned carpet where each student has his/her own square and sits with a clipboard, paper, and pencil. After they have learned the topic of the being covered and have seen what is expected of them, they go to their seats to finish their work individually. Small groups positively impact my teaching because they allow me to work with small groups of

students at a time helping all levels learn. This also impacts student learning because the students will be able to learn more since they don't have to sit too long or focus on one job for too long. Whole group instruction positively affects student learning by allowing students to provide input to help out their peers and provide a new perspective.

We have one computer on which students practice letters of the alphabet on an internet program. This impacts my teaching because it limits the amount of time the students get on the computer and what I can have them do since it has to be done individually. There is no technology in the classroom to use in teaching, only an overhead projector; but there is no place to project an image, nor is there a whiteboard or chalkboard that I can use. This impacts my teaching because all examples and instruction must be done at what we call "home base" on chart paper. Using chart paper creates another problem because there is a limited supply of it and nothing can be erased from it.

There are school rules for the students to follow and they come in the form of a pledge that every student takes at the beginning of the day. We also have classroom rules which the students created on their first day of school and are labeled "How I Can Earn Bracelets." There is a difference between my teacher and I in how well we stick to the rules—I am a stickler and she is not. This impacts my teaching because if they do not get what they want from me they try going to her which pulls them away from their learning and shows them that my authority means little.

Student Characteristics

There are eighteen students in my kindergarten class, ten males and eight females. These students range in age from five to six and come from a variety of backgrounds. I have one student who has a Personalized Education Plan (PEP) and sees a speech therapist. This impacts

my teaching because I need to allow more time for this student to verbalize his thoughts. I have two students who, through my own informal observations, have learned need adaptations of their own. One needs constant supervision and modeling and the other needs separation from peers and constant praise. This impacts my teaching because I must devote a large amount of time attending to their needs. I have noticed in my classroom there are many different learning styles. All of my students are visual and kinesthetic learners in all subject areas. This impacts my teaching because they need constant modeling and hands on activities with manipulatives as a class to see how to do something and then to understand a topic before they can move on to individual work. All of my students learn more when repetition is used, especially through songs, which impacts my teaching because I have to plan to use some sort of these aids in my teaching every day.

I have many students of different cultures in my classroom: one Asian, five Blacks, one Hispanic, seven Caucasian, and four multi-racial. The diversity of my classroom can be beneficial because each culture can share their background and knowledge with the rest of the class when we are learning about diversity among people and communities.

B. Achievement Targets

Achievement Targets:

Target One: Students will know and learn the eleven basic colors. (Knowledge)

Target Two: Students will analyze what happens when they mix the primary colors. (Reasoning)

Target Three: Students will be able to use decoding strategies to read the eleven basic color words. (Performance)

Rationale of Targets:

My instructional sequence focuses on the eleven basic colors. At the end of my six lessons I expect my students to be able to recognize, analyze, and read the eleven basic colors or color words. To teach some of the reading and writing standards for North Carolina I choose the topic of colors because students in Onslow County are tested every nine weeks on whether or not they can recognize colors and read color words.

Target one. This target is developmentally appropriate because according to Howard Gardener there are multiple intelligences which can help broaden the range of potential in children by allowing them different avenues for learning (Armstrong, 2000). Using the theme of colors allows students to recognize what a color looks like as well as read the color *word* which brings together both visual learning and auditory learning. The students are seeing a color, hearing the word, and seeing the word written down. In an era where children are easily labeled as having problems such as Attention Deficit Disorder (ADD), especially in grades such as kindergarten, it is important to give children all the opportunities possible to use the different modalities. Multiple intelligences allow children and their teacher(s) the opportunity to see which modality will facilitate effective learning in each and every child. This target aligns with my CT's long-range instructional goal for the student to be able to pass the recognizing colors

and color words section of the N.C. State Assessments given in December. This was addressed in a conversation we had outside of class. Target one aligns with North Carolina English Language Arts standard course of study 1.03, “The student will demonstrate decoding and word recognition strategies and skills” (North Carolina Standard Course of Study, 2004, n.p.).

Target two. This target is developmentally appropriate because according to This target is developmentally appropriate because according to Howard Gardener there are multiple intelligences which can help broaden the range of potential in children by allowing them different avenues for learning (Armstrong, 2000). The more modalities that are used in a classroom, the greater the chance of understanding and learning because more students are being reached through avenues that make sense to and interest them. By having my students think about and predict what will happen when we mix colors and sharing it with the class through a chart, I am bringing in the logical-mathematical intelligence. The logical-mathematical intelligence focuses on the student’s ability to explore relationships by manipulating objects in a controlled way (Perry, 1996). By placing ice cube of the primary colors in different bowls and predicting what happens when two colors are mixed they are taking part in the above type of situation. By having some sort of visual for the students to see what is happening, as well as a chart of what they feel is important and going to happen, makes the learning turn to them making them more interested. This target aligns with my CT’s long-range instructional goal for the student to be able to pass the recognizing colors and color words section of the N.C. State Assessments given in December. This was addressed in a conversation we had outside of class. Target Two aligns with North Carolina Math standard course of study 4.01, “The learner will collect and organize data as a group activity,” and 4.02, “The learner will display and describe

data with concrete and pictorial graphs as a group activity” (North Carolina Standard Course of Study, 2003, n.p.).

Target three. This target is developmentally appropriate because according to Jean Piaget students in kindergarten are at the preoperational stage of development (Boeree, 2006). At this stage children have the mental image of what colors look like. Children now begin to see that a symbol, such as a written word, can be a representation of that image or color. This meaning, children will learn the colors as words which will translate into the children understanding that those words are symbols which represent the actual color of paint, crayon, etc. They learn that colors are symbols for many things in their world and can be used to describe many things in their world. Since children at this stage are very egocentric, knowing colors and knowing what their favorite color is can help them understand themselves in relation to the rest of society. This target aligns with my CT’s long-range instructional goal for the student to be able to pass the recognizing colors and color words section of the N.C. State Assessments given in December. This was addressed in a conversation we had outside of class. Target three aligns with North Carolina English Language Arts standard course of study 1.03, “The learner will demonstrate decoding and word recognition strategies and skills” (North Carolina Standard Course of Study, 2004, n.p.).

C. Assessment Plan

Achievement Target	Assessments	Rationale	Modifications/Adaptations
<p>Achievement Target 1: Students will know and learn the eleven basic colors. (Knowledge)</p> <p>Criteria for Target to be met is 11/11. Criteria was determined by discussion with my CT.</p>	<ul style="list-style-type: none"> • Pre-Assessment: Selected Response (Matching); Personal Communication (Questions asked one-on-one) • Interim Assessment: Personal Communication (Questions asked and answered during instruction) • Post-Assessment: Selected Response (Matching); Personal Communication (Questions asked one-on-one) 	<ul style="list-style-type: none"> • Stiggins (2005) states that selected response tests, such as matching, “can sample mastery of elements of knowledge or facts” (p. 69-70). • Stiggins (2005) states that personal communication can be used “across all grade levels, especially with limited amounts of knowledge to be mastered” if one has enough time (p. 72). • Stiggins (2005) states that assessing students through “personal communication works best in situations where teachers are checking mastery of content [knowledge] during instruction” (p. 72). • Stiggins (2005) states that selected response tests, such as matching, “can sample mastery of elements of knowledge or facts” (p. 69-70). • Stiggins (2005) states that personal communication can be used “across all grade levels, especially with limited amounts of knowledge to be mastered” if one has enough time (p. 72). 	<p>PEP—I will allow more time for this student to verbalize thoughts and questions, and repeat direction as needed. I will allow extra time to complete each assessment if needed.</p> <p>For others in the classroom I will model what is to be done, check for understanding of the instructions and the assignment, and I will use a positive approach.</p> <p>For those in the classroom that have already reached the target goal, I will provide extra support for learning other ways of using and saying colors (i.e. sign language, other languages)</p>
<p>Achievement Target 2: Students will analyze what happens when they mix the primary colors. (Reasoning)</p>	<ul style="list-style-type: none"> • Pre-Assessment: Personal Communication (Questions asked and answered during instruction) 	<ul style="list-style-type: none"> • Stiggins (2005) states that “the strongest match between target and assessment [when evaluating reasoning]...is the use of personal communication” (p. 75). 	<p>PEP—I will allow more time for this student to verbalize thoughts and questions, and repeat direction as needed. I will allow extra time to complete each assessment if needed.</p>

<p>Criteria for Target to be met is 3/3. Criteria was determined by discussion with my CT.</p>	<ul style="list-style-type: none"> • Interim Assessment: Personal Communication (Questions asked and answered during instruction) • Post-Assessment: Personal Communication (Questions asked and answered during instruction) 	<ul style="list-style-type: none"> • Stiggins (2005) states that “the strongest match between target and assessment [when evaluating reasoning]...is the use of personal communication” (p. 75). • Stiggins (2005) states that “the strongest match between target and assessment [when evaluating reasoning]...is the use of personal communication” (p. 75). 	<p>For others in the classroom I will model what is to be done, check for understanding of the instructions and the assignment, and I will use a positive approach.</p> <p>For those who have already mastered this target I will provide opportunity to explore mixing other colors.</p>
<p>Achievement Target 3: Students will be able to use decoding strategies to read the eleven basic color words. (Performance)</p> <p>Criteria for Target to be met is to know one more word than they did in the pre-assessment. Criteria was determined by discussion with my CT.</p>	<ul style="list-style-type: none"> • Pre-Assessment: Performance Assessment (Observing skills through one-on-one correspondence) • Interim Assessment: Performance Assessment (Observing skills through one-on-one correspondence) • Post-Assessment: Performance Assessment (Observing skills through one-on-one correspondence) 	<ul style="list-style-type: none"> • Stiggins (2005) states that when determining “if students can demonstrate performance skills [such as decoding skills]... we must observe them while they are [demonstrating] the desired behavior...there is no other choice” (p. 75). • Stiggins (2005) states that when determining “if students can demonstrate performance skills [such as decoding skills]... we must observe them while they are [demonstrating] the desired behavior...there is no other choice” (p. 75). • Stiggins (2005) states that when determining “if students can demonstrate performance skills [such as decoding skills]... we must observe them while they are [demonstrating] the desired behavior...there is no other choice” (p. 75). 	<p>PEP—I will allow more time for this student to verbalize thoughts and questions, and repeat direction as needed. I will allow extra time to complete each assessment if needed.</p> <p>For others in the classroom I will model what is to be done, check for understanding of the instructions and the assignment, and I will use a positive approach.</p> <p>For those in the classroom that have already reached the target goal, I will provide extra support for learning other ways of using and saying colors (i.e. sign language, other languages)</p>

Target One: Students will know and learn the eleven basic colors (knowledge).

Pre-Assessment: The pre-assessment for this target was a worksheet and personal communication. I gave the students the ‘sack of sweets’ worksheet in Figure 1. This worksheet assessed whether or not each student recognized the color words and whether or not they could recognize the correct color of crayon to match to the color word on each picture. As each student finished up their coloring worksheet, I took them aside and tested them one on one. I had markers of the eleven basic colors in front of me. I told him/her I was going to hold up one marker at a time and I wanted him/her to tell me the color of the marker. This way I could see if they could recognize their colors alone, without associating them with the color words. I colored in the circle in of the picture in Figure 4 that says ‘I know color words’ if they colored the pictures the right colors and I colored in the circle of the picture in Figure 4 that says ‘I know color’ if they told me the right color.

Interim-Assessment: Throughout my six lessons I asked questions pertaining to colors. During morning message I would ask what two colors of markers I used. When lining up I would say “if you are wearing a blue shirt, you may line up.” During home base in the morning I would hold up pictures of items that were a certain color and ask random people what color those things were. While reading stories I asked questions such as “what color are the animals on this page?” “What color are the people?” “What color is the people’s hair?” Sometimes I would call on individual students and at times I called on the whole class to give the answers. By asking these types of questions or saying these specific phrases, I was observing who was learning their color words and who needed a little more practice.

Post-Assessment: The post-assessment for this target is the same as the pre-assessment except this time I used a different worksheet. I gave each student the ‘crayon’ worksheet in

Figure 2. This worksheet assessed whether or not each student could recognize the word on each picture and whether or not they could recognize the correct crayon to color that picture to match the word. As each student finished up I took them aside and tested them one on one with markers again. I had markers of the eleven basic colors in front of me. I told him/her I was going to hold up one marker at a time and I wanted him/her to tell me the color of the marker. This way I could see if they could recognize their colors alone, without associating them with the color words. I colored in the circle in of the picture in Figure 4 that says 'I know color words' if they colored the pictures the right colors and I colored in the circle of the picture in Figure 4 that says 'I know color' if they told me the right color.

Target Two: Students will analyze what happens when they mix the primary colors (reasoning).

Pre-Assessment: To assess this target I used personal communication. In a whole group setting I wrote “red + blue = ?” on chart paper. I asked the class “what would happen if we mixed red and blue together?” “Would new color would it make?” I asked them to think about it for a minute. I then called on each student to share what color they thought would be created. I wrote each students’ answer on the chart paper under wrote “red + blue = ?.” If two students gave the same color I put a tally mark next to the color. After I wrote each student’s guess on the chart I wrote their guess next to their name on a piece of paper on the floor for my reference later. I did this for each of the three secondary colors created: “red + blue = ?,” “yellow + blue = ?” and “yellow + red = ?” marking down each students answer on both the chart and the piece of paper on the floor.

Interim-Assessment: Throughout the rest of the lesson I asked the students several times to look at the ice cubes and tell me what colors they saw being created. Between the lesson and the extension I would tell the students “if you are wearing the color that red and blue (or blue and yellow or yellow and red) mixed together make you can go to your seat.” Before each handprint during the extension I asked what color was going to be created by each of the two colors mixed. I expected them to say that red and blue mixed together makes purple, blue and yellow mixed makes green, and yellow and red mixed makes orange. By doing this I was able to see who needed a little more experience with mixing colors and those who already knew the outcome.

Post-Assessment: To assess this target at the end I used personal communication and followed the same steps as in the post-assessment. In a whole group setting I wrote “red + blue = ?,” “yellow + blue = ?,” and “yellow + red = ?” on chart paper. I asked the class “What happened when we mixed red and blue together?” “Would new color did it make?” I asked them to think about it for a minute. I then called on each student to share what color red and blue created. I wrote each students’ answer on the chart paper under wrote “red + blue = ?.” If two students gave the same color I put a tally mark next to the color. After I wrote each student’s guess on the chart I wrote their guess next to their name on a piece of paper on the floor for my reference later. I did this for each of the three secondary colors created: “red + blue = ?,” “yellow + blue = ?” and “yellow + red = ?” marking down each students answer on both the chart and the piece of paper on the floor. I expected them to tell me that red and blue mixed makes purple, blue and yellow mixed makes green, and yellow and red mixed together makes orange.

Target Three: Students will be able to use decoding strategies to read the eleven basic color words (performance).

Pre-Assessment: To assess this target I used the flash cards shown in Figure 3. I took each student aside during morning work and assessed them one on one. I placed one flash card at a time on the table in front of the student. I asked them if they could sound out the letters in the word as a way to help them figure out what that word was. I the example: the word written on the paper was cat; I said, “ccc-aaa-ttt, that spells c-a-t, cat.” Then I told them that was what I wanted them to do with the words on the flash cards. I colored in the circle in of the picture in Figure 4 that says ‘I can decode my color words’ if they could decode the color word.

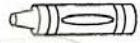
Interim-Assessment: Throughout the lesson I would ask the students to sound out the letters of the color words to help me spell them. During home base each morning I had the students decode the color words on the wall before I uncovered the pictures of the objects that were that specific color on the poster. During the lessons where we had color words written out I had the students use their decoding strategies to read the words before I would help them. By asking these types of questions and having the students do these types of things I was able to see who was picking up on it and who needed extra practice.

Post-Assessment: The post assessment for this target was the same at the pre-assessment except this time I did not give them an example of what I was looking for. I expected them to know what to do because we had been working on it throughout the lesson sequence. I took each student aside during morning work and assessed them one on one. I placed one flash card at a time on the table in front of the student. I asked them if they could sound out the letters in the word as a way to help them figure out what that word was. I colored in the circle in of the picture in Figure 4 that says ‘I can decode my color words’ if they could decode the color word.

Name _____ A Sack of Sweets: Color words

A Sack Of Sweets

Read.



Color.

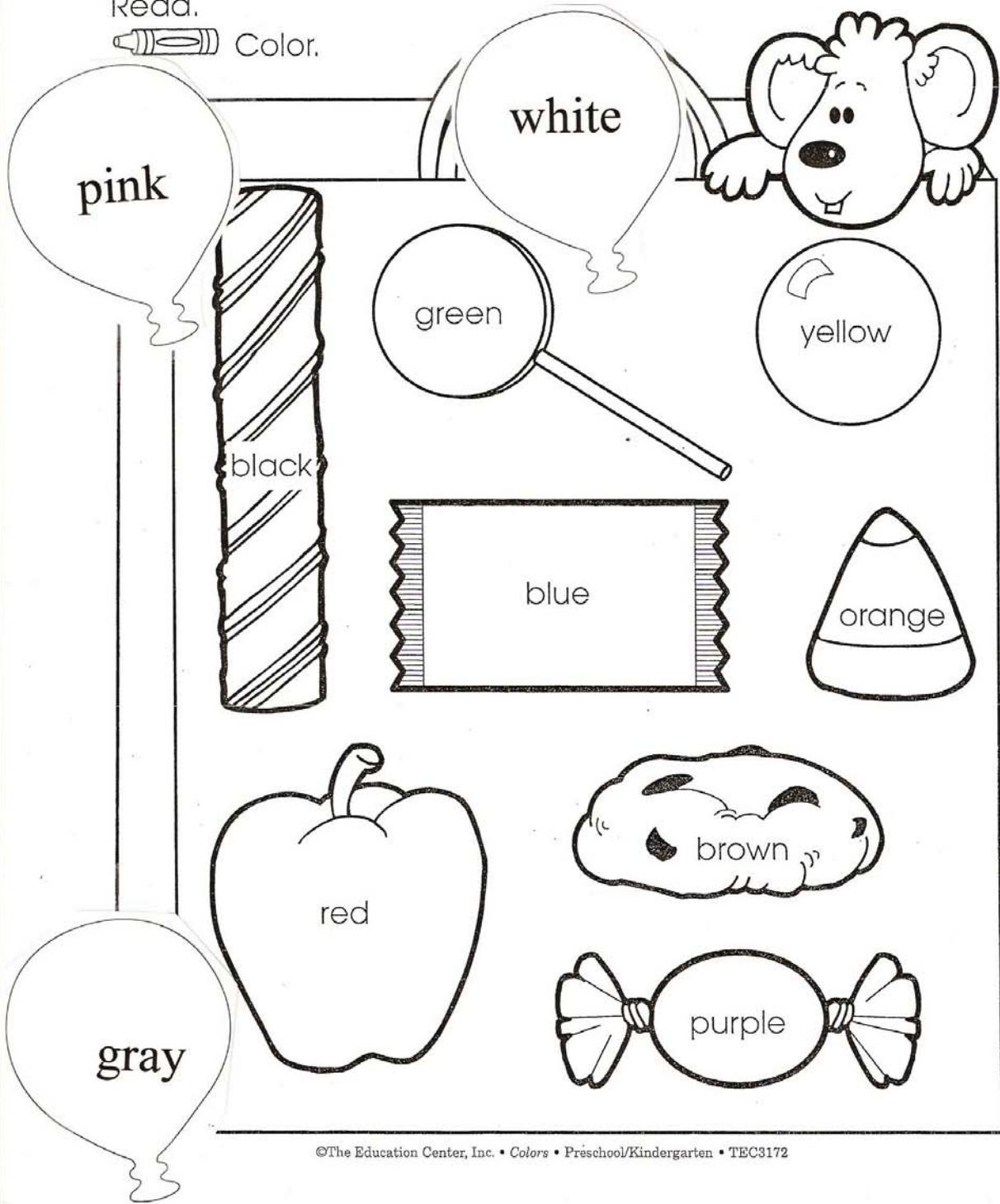
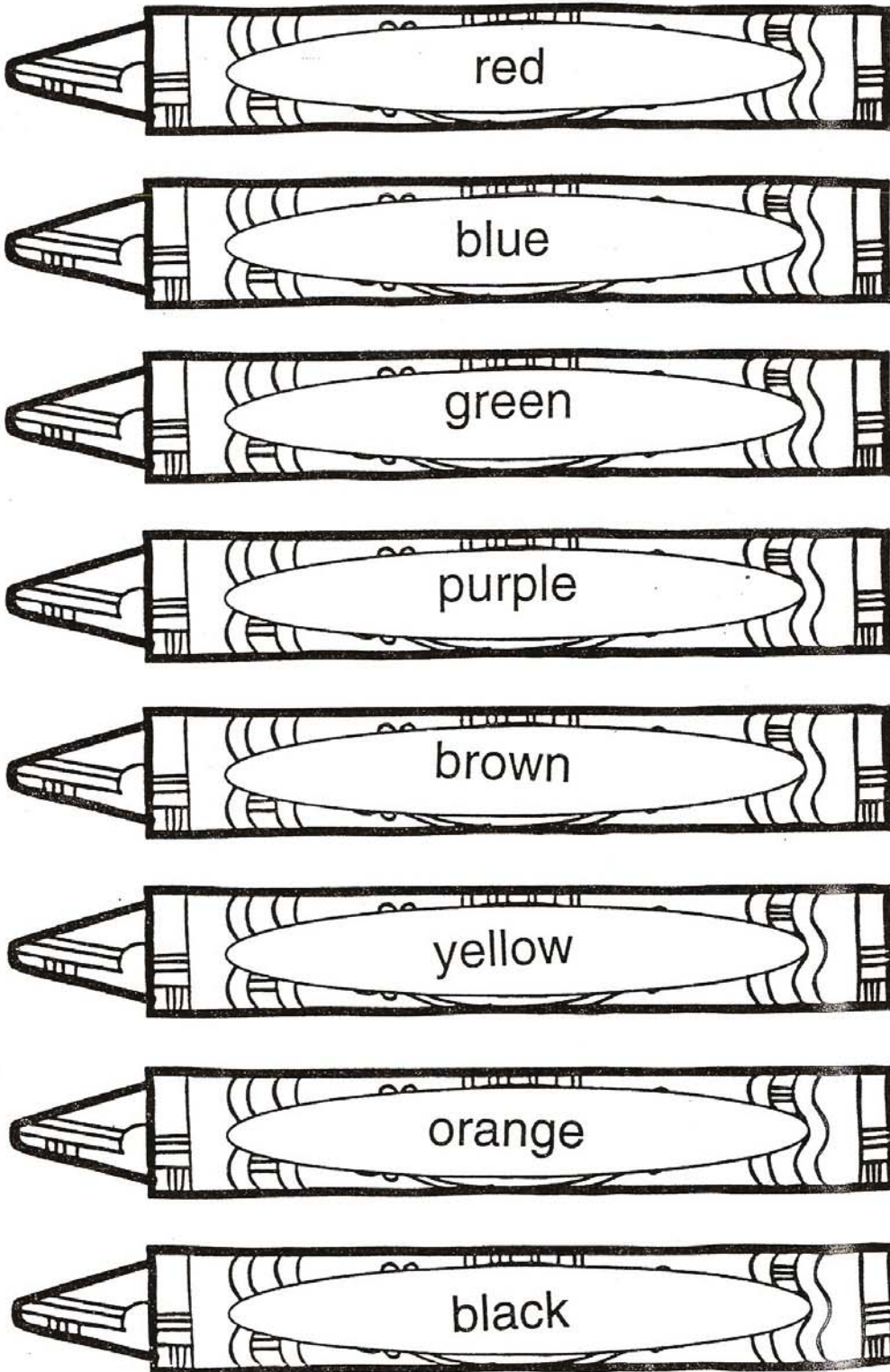
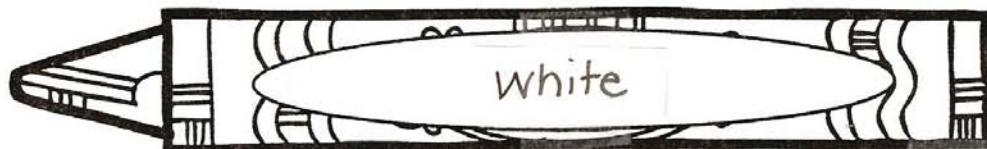
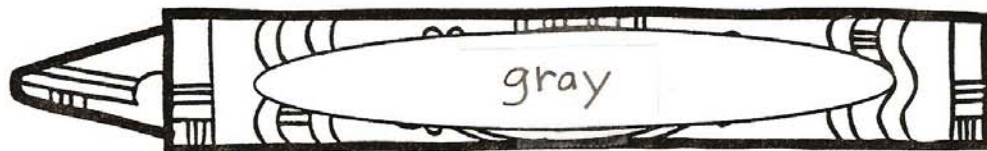


Figure 2





green

purple

pink

black

red

blue

yellow


orange

brown

gray

white

Figure 4




Name _____

I KNOW COLOR WORDS

- red
- blue
- yellow
- purple
- green
- orange
- brown
- black

©2003 The Education Center, Inc.

- pink
- gray
- white



Name _____

I KNOW COLORS

- red
- blue
- yellow
- purple
- green
- orange
- brown
- black

©2003 The Education Center, Inc.

- pink
- gray
- white



Name _____

I can decode
my color words

- red
- blue
- yellow
- purple
- green
- orange
- brown
- black

©2003 The Education Center, Inc.

- pink
- gray
- white

D. Instructional Sequence

Results of Pre-Assessment

The pre-test scores for Target One showed me that over half the class already recognized their colors. Those students that have already reached the achievement target will not only be able to help those that still need to reach the target, but will be able to take color recognition a step further by looking at and recognizing the different shades and tones of the eleven basic colors. The pre-test scores for Targets Two and Three showed me that the targets were appropriate and needed no modification.

Target One. Students will know and learn the eleven basic colors. Target to be met is 11 out of 11. This criterion was determined through discussions with my CT. The pre-test scores for Target One show that 11 out of 18 students (61%) passed Target One with 11/11. For those students whom have already passed the target, I will teach colors in other languages.

Target Two. Students will analyze what happens when they mix the primary colors. Target to be met is 3 out of the 3. This criterion was determined through discussions with my CT. The pre-test scores for Target Two show that 0 out of 18 students (0%) passed Target Two with 3/3.

Target Three. Students will be able to use decoding strategies to read the eleven basic color words. Target to be met is students will be able to read one more word than they could during pre-testing. This criterion was determined through discussions with my CT. The pre-test scores for Target Three show that only 2 out of 18 students (11%) could read all 11 words. For those students whom have already passed the target, I will provide an advanced level of work.

Learning Activity Plan #1 (Color and Color Words Chart)

Name: Stephanie

Estimated Time: 3 days, 30 minute lessons
each day

Content Area(s): Math and Language Arts

Grade Level(s): Kindergarten

Standard(s):

North Carolina Math Standards:

4.01 The learner will collect and organize data as a group activity.

4.02 The learner will display and describe data with concrete and pictorial graphs as a group activity.

5.01 The learner will sort and classify objects by one attribute.

North Carolina English Language Arts Standards:

1.02 The learner will develop phonemic awareness and knowledge of alphabetic principle.

1.03 The learner will demonstrate decoding and word recognition strategies and skills.

1.04 The learner will read or begin to read

Achievement Targets:

Assessments:

Students will know and learn the eleven basic colors. (Knowledge)	<ul style="list-style-type: none"> • Pre-Assessment: Selected Response (Matching); Personal Communication (Questions asked one-on-one) • Interim Assessment: Personal Communication (Questions asked and answered during instruction) • Post-Assessment: Selected Response (Matching); Personal Communication (Questions asked one-on-one)
Students will be able to use decoding strategies to read the eleven basic color words. (Performance)	<ul style="list-style-type: none"> • Pre-Assessment: Performance Assessment (Observing skills through one-on-one correspondence) • Interim Assessment: Performance Assessment (Observing skills through one-on-one correspondence) • Post-Assessment: Performance Assessment (Observing skills through one-on-one correspondence)

Special Planning/Preparations (i.e., safety concerns, etc.): Have markers out and chart paper on the easel. For those who already know all the color words I will show how to “say” the color words in sign language and teach them to say the words in Spanish.

Procedures	Time	Materials	Adaptations/Modifications for Students' Diverse Needs
<p>Day One: *I will announce we will be working on colors and today we are going to make a color chart so I need them to think about the different colors and a picture of something that is that color.</p>	2 min.	None	I will be watching for disruptions from my student who needs to be supervised in group settings throughout the lesson.
<p>*I will write a color word in black on the poster board and ask the students to read me the word (sounding out each letter as a class and then putting the letters together to make a word). (I use black because if you write the word in the color it spells then it gives the word away)</p>	1 min.	Chart Paper Markers (red, blue, yellow, orange, green, purple, pink, gray, black, and brown)	See above
<p>*Then I will ask them to look around the room and see if they see anything that is that particular color. * I will say “for example, Mrs. Davis sees a yellow giraffe on the wall.” *When they have something raise their hand and wait to be called on. * I will check for understanding of what to do when they have something. (Do they blurt it out?)</p>	2 min.	Chart Paper Markers (red, blue, yellow, orange, green, purple, pink, gray, black, and brown)	See above I will also need to allow extra time for my student who has a PEP to gather his thoughts.
<p>*I will then call on three or four students to share with the class something they see that is that particular color. *I will then draw a picture of the object in the color we are working on.</p>	5 min.	Chart Paper Markers (red, blue, yellow, orange, green, purple, pink, gray, black, and brown)	See above I will also need to use praise for the student who requires extra praise when it is his turn to share for coming up with something the right color.
<p>*We will repeat the last three steps two more times with a new color each time.</p>	20 min.	Chart Paper Markers (red, blue, yellow, orange, green, purple, pink, gray, black, and brown)	See above

<p>Day Two: *We will review the color chart we started the day before by reading the color words and reading and looking at the pictures we drew that were those colors.</p>	3 min.	Color chart from yesterday	I will be watching for disruptions from my student who needs to be supervised in group settings throughout the lesson.
<p>*I will then say that, "Today we will be going over four more colors. Can you show me the number four on your fingers?" *I will then write a color word in black on the poster board and ask the students to read me the word (sounding out each letter as a class and then putting the letters together to make a word). (I use black because if you write the word in the color it spells then it gives the word away)</p>	2 min.	Chart Paper Markers (red, blue, yellow, orange, green, purple, pink, gray, black, and brown)	See above I will also need to allow extra time for my student who has a PEP to gather his thoughts. I will also need to use praise for the student who requires extra praise if he gives the right answer.
<p>*Then I will ask them to look around the room and see if they see anything that is that particular color. *I will say, "for example Mrs. Davis sees an orange circle on the wall." *When they have something raise their hand and wait to be called on. * I will check for understanding of what to do when they have something. (Do they blurt it out?)</p>	3 min.	Chart Paper Markers (red, blue, yellow, orange, green, purple, pink, gray, black, and brown)	See above
<p>*I will then call on three or four students to share with the class something they see that is that particular color. *I will then draw a picture of the object in the color we are working on.</p>	7 min.	Chart Paper Markers (red, blue, yellow, orange, green, purple, pink, gray, black, and brown)	See above
<p>*We will repeat the last three steps three more times with a new color each time. *We will be able to move through the last three quicker because students will know what to do.</p>	15 min.	Chart Paper Markers (red, blue, yellow, orange, green, purple, pink, gray, black, and brown)	See above

<p>Day Three: *On day three we will repeat the same steps as on day two, covering the last four color words *As a closing we will go over all the color words and the pictures we drew for them. * I will check for understanding of what to do when they find something. (Do they blurt it out?)</p>	30 min.	Chart Paper Markers (red, blue, yellow, orange, green, purple, pink, gray, black, and brown)	See above
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Integration of Technology: None in this lesson.

Outreach to Families: Since this is day one of the color unit, I will send home a [letter](#) explaining what their child will be learning and the books and poems we will read for this unit. I will remind them what they can do to help their child succeed.

Reflection:

Day one: Today's lesson went very well. The students enjoyed coming up with objects in the room for me to try and draw. Since this was the first time we had done something like this it took a little longer than I expected. All of the students could find something in the room that was a particular color, but I noticed that the majority of the class had a hard time sounding out the letters of the color words and then combining them all together to make a color word. My modeling of questions and answers seemed to be key in my students understanding the task at hand. We had a lot of fun and there was a lot of laughter at my drawings.

Day two: After the brief review of yesterday's color words and pictures and what we were going to do again today students caught on quickly and we were able to get through all four color words for the day. Again, they had fun laughing at the hard objects they came up with for me to draw (like a giraffe and elephant). They seemed to be able to put the letters together of the color words a little more easily than yesterday, but there was still some struggling. Those students who could read the color words from the beginning were a big help because they knew how to put letter sounds together to make a word so they were modeling it for their peers, which their peers seemed to enjoy more than me modeling it for them the whole time.

Day three: Today the review went quickly and the students knew exactly what to do. We got through the last four colors and even had time to do a review of all the colors and color words at the end. A few more of the students had figured out how to put the sounds together to make the color words and were reading the words as easily as their peers. This lesson turned out well for all students, including those who needed adaptations. They were so engaged in the lesson that there were no discipline problems. It was nice to see all the students working together to help each other out when they saw someone needed more time or a better example of what to do; they really improved their social interaction skills through this lesson.

I think this whole group lesson in general went well because it was something visual for the students and it was their work, their ideas. It wasn't something that I told them I would write or draw it was what they saw. To make it more bodily/kinesthetic in the future I would like to review the colors by calling out a color word and each of the students having to go stand next to and touch or point to an object in the room that was that color. There were two multiple intelligences used to help reach all the different learning styles of the students in my class. These intelligences were: visual/spatial and verbal/linguistic.

Learning Activity Plan #2 (Color Monsters)

Name: Stephanie

Estimated Time: 5 days, 30 minute lessons
each day

Content Area(s): Language Arts

Grade Level(s): Kindergarten

Standard(s):

North Carolina English Language Arts Standards:

1.02 The learner will develop phonemic awareness and knowledge of alphabetic principle.

1.03 The learner will demonstrate decoding and word recognition strategies and skills.

1.04 The learner will read or begin to read.

2.04 The learner will formulate questions that a text might answer before beginning to read.

2.05 The learner will predict possible events in texts before and during reading.

Achievement Targets:

Assessments:

Students will know and learn the eleven basic colors. (Knowledge)	<ul style="list-style-type: none"> • Pre-Assessment: Selected Response (Matching); Personal Communication (Questions asked one-on-one) • Interim Assessment: Personal Communication (Questions asked and answered during instruction) • Post-Assessment: Selected Response (Matching); Personal Communication (Questions asked one-on-one)
Students will be able to use decoding strategies to read the eleven basic color words. (Performance)	<ul style="list-style-type: none"> • Pre-Assessment: Performance Assessment (Observing skills through one-on-one correspondence) • Interim Assessment: Performance Assessment (Observing skills through one-on-one correspondence) • Post-Assessment: Performance Assessment (Observing skills through one-on-one correspondence)

Special Planning/Preparations (i.e., safety concerns, etc.): Have the color monster books copied and cut in half so there are 11 separate color pages of color monsters and not two monsters per page. Have a sample book cut and colored.

Procedures	Time	Materials	Adaptations/Modifications for Students' Diverse Needs
<p>Day One:</p> <p>*I will start of the lesson by having the title page of our <u>My Color Monsters</u> book on the easel. I will ask my students if they can read the title of the book and have them sound out the letters of the words until they can read the word.</p> <p>*I will then ask them if they can predict what they think their story is going to be about.</p> <p>*I will write down their answers on chart paper to compare after the instructions are given. (Did they come up with the eleven colors?)</p>	5min.	Color Monster pages: title page, red and blue pages Crayons Chart paper Markers	<p>I will be watching for disruptions from my student who needs to be supervised in group settings.</p> <p>I will need to allow extra time for my student who has a PEP to gather his thoughts.</p>
<p>*I will explain that we are going to work on a few color monsters a day and at the end we will have a whole book of color monsters.</p> <p>*I will put my first color monster page on the easel.</p> <p>*I will ask my students if they can tell me what color my monster is.</p> <p>*I will tell them that each monster has done something different and that what they did rimes with the color word. For example: "This monster is red. Red and bed sound the same don't they? So, I could say my red monster jumped on his bed."</p> <p>*Next I will ask them if they can think of what my monster has done by looking at the picture and thinking of a word that sounds the same as the color word itself.</p> <p>*I will check for understanding of what they are supposed to come up with.</p> <p>*I will call on a few students to share their ideas with the class and then I will read them what is written on that page. In this case, "Red, Red, forgot his head."</p>	5 min.	Color Monster pages: title page, red and blue pages Crayons Chart paper Markers	<p>See above</p> <p>I will praise my student who needs extra praise when he gives the correct answer.</p>

<p>*Next I will put up the blue color monster page and ask my students if they can tell me what color this monster is.</p> <p>*Next I will ask them if they can think of what my monster has done by looking at the picture and thinking of a word that sounds the same as the color word itself.</p> <p>*I will check for understanding of what they are to be thinking about.</p> <p>*I will call on a few students to share their ideas with the class and then I will read them what is written on that page. In this case, “Blue, Blue, is sick with the flu.”</p>	3 min.	<p>Color Monster pages: title page, red and blue pages Crayons Chart paper Markers</p>	See above
<p>*I will be checking for understanding throughout.</p> <p>*I will let them know these are the only monsters we will be working with today, and tomorrow we will do some more.</p> <p>*I will show them their title page and ask them what they think they are going to write on the blank line. I will ask if they use a pencil or crayon to do this. They should say they will write their name and write it in pencil.</p> <p>*I will ask them what color they think they are going to color each monster.</p> <p>*Next I will point out what a good job Mrs. Davis did coloring her monsters. There are no white spaces, and she didn’t “scribble color.”</p> <p>*Then I will show them how I took my crayon that was the same color as the monster and traced the color word at the bottom of the page. I didn’t color over the word, I traced the broken lines.</p> <p>*I will ask them to give me a thumbs up if they understand.</p>	4 min.	<p>Color Monster pages: title page, red and blue pages Crayons Chart paper Markers</p>	See above

<p>*I will pass out a title page, red monster page, and blue monster page to each student as I call their name to go to their seat.</p> <p>*I will then walk around and supervise the students at they work, helping them when needed.</p> <p>*At the end I will pick up their work and file it.</p>	13 min.	<p>Color Monster pages: title page, red and blue pages</p> <p>Crayons</p> <p>Markers</p>	<p>See above</p> <p>For those who finish early I will have half sheets of paper for them to draw me a picture using only either a red or blue crayon. For example: I chose the color blue, so I would draw a blue sun, blue flowers, blue grass, and a blue dog.</p>
<p>Day Two:</p> <p>*We will repeat what we did in day one for the yellow, orange, and green color monsters.</p>	30 min.	<p>Color Monster pages: yellow, orange, and green pages</p> <p>Crayons</p> <p>Markers</p> <p>Chart paper</p>	<p>I will be watching for disruptions from my student who needs to be supervised in group settings.</p> <p>I will also need to allow extra time for my student who has a PEP to gather his thoughts. I will praise my student who needs extra praise when he gives the correct answer.</p> <p>For those who finish early I will have half sheets of paper for them to draw me a picture using only a orange, yellow, or green crayon. I will need to use praise for the correct answers given.</p>
<p>Day Three:</p> <p>*We will repeat what we did in day one for the purple, pink, and black color monsters.</p>	30 min.	<p>Color Monster pages: purple, pink, and black pages</p> <p>Crayons</p> <p>Markers</p> <p>Chart paper</p>	<p>I will be watching for disruptions from my student who needs to be supervised in group settings.</p> <p>I will also need to allow extra time for my student who has a PEP to gather his thoughts. I will praise my student who needs extra praise when he gives the correct answer.</p> <p>For those who finish early I will have half sheets of paper for them to draw me a picture using only a purple, pink, or black crayon I will need to use praise for the correct answers given.</p>

<p>Day Four: *We will repeat what we did in day one for the brown, gray, and white color monsters.</p>	30 min.	<p>Color Monster pages: brown, gray, and white pages Crayons Markers Chart paper</p>	<p>I will be watching for disruptions from my student who needs to be supervised in group settings. I will also need to allow extra time for my student who has a PEP to gather his thoughts. I will praise my student who needs extra praise when he gives the correct answer.</p> <p>For those who finish early I will have half sheets of paper for them to draw me a picture using only a brown, gray, or white crayon I will need to use praise for the correct answers given.</p>
<p>Day Five: *I will pass out each students color monster pages and as a class we will pick up each paper one at a time and put them in the order we learned them. They will do exactly what I do when I do it. *I will then come around and staple their books together. *We will then read the story aloud two times.</p>	15 min.	<p><u>Color Monster</u> book pages Stapler</p>	<p>I will be watching for disruptions from my student who needs to be supervised in group settings. I will praise my student who needs extra praise when he puts his book together completely. I will also need to allow extra time for my student who has a PEP to put his book together.</p>
<p>*Next I will tell them there is a song that goes along with the <u>Color Monsters</u> book. We need to come up with an action we can do for each different color monster. *I will say “for example when we sing about the red color monster we can grab our head between our hands and move it back and forth like we are holding it on our heads so we don’t forget it.” *I will check for understanding of the task. *After we have an action chosen for each monster I will sing them the song doing the action for each color as I hold up the color monster for that color. *Then as a class we will sing and move to the color monster song!</p>	15 min.	<p><u>Color Monster</u> book pages</p>	<p>I will be watching for disruptions from my student who needs to be supervised in group settings. I will praise my student who needs extra praise if he comes up with an action to do. I will also need to allow extra time for my student who has a PEP to come up with an action.</p>

Integration of Technology: None in this lesson.

Outreach to Families: I will send a [note](#) home asking parents to start working with their child on learning the color words they learn each day. They can have their child practice reading each new color monster saying as well as reading and writing those particular color words that night. I will attach a [color word tracing](#) worksheet for the parents to use for this.

Reflection:

Day One: Things took longer than I had planned for the day, but I expected it to take them a while to figure out what we were doing. They loved the whole Color Monster book idea and enjoyed the riming phrases that went along with each color monster. Because of the phrases there was a little more excitement and rowdiness with the lesson, but it was constructive learning and never got out of hand. Next time I teach this lesson I will plan on only working with one color the first day or planning more time to complete their work because I had to have them finish coloring and tracing as morning work the next day. Some students did finish their work early and had time to draw a picture using one of the colors learned that day. They found it weird to draw everything one color but had fun using their imaginations. I noticed that some students needed to be seated at a table together so I could easily watch them all because they didn't seem to grasp the concept of using a red crayon for the red monster or a blue crayon for the blue monster. They just started coloring them whatever color they felt like using.

Day Two: Today things moved along a little faster because my students remembered what to do from yesterday. This allowed us to get through all three of the colors today. More students finished earlier today and had time to work on drawing a picture using the day's colors. I realize that the more times you do the same type of activity the more students will catch on and finish earlier so I need to have a couple of different activities to do at the end. Some even finished their drawings earlier and had to read a book at their seat quietly. I had to have a small group of students sitting together again to monitor their coloring because they still wanted to use whatever color they chose and not the color at the bottom of the page. And they had a hard time tracing the color words, even after all the months of practicing tracing.

Day Three: Things went well today, although they know what to do by now so they are finishing early and getting really talkative at the end. I had to end up finding some other work for them to do when they finished because they were tired of drawing pictures. I printed out tracing papers that had all the color words on them and had them practice tracing the words and then writing the word themselves. More students colored their monsters the right way from the beginning today. They are using the right colors and learning what "fill in all the white space" means.

Day Four: Today some students were scared to learn about the white color monster because "White, White, bites at night." I had to tell them that the white monster loves to eat sugar at night when we are all asleep. His favorite is cookies and cake, and that is all he bites. After that things seemed to be okay. They loved the brown monster because his jeans fell down and they thought that was the

funniest thing in the world. They are really excited to put their books together and read them as a class! I am glad they liked using the color monsters to learn about colors. Because there was so much enjoyment and fun with the monster book there weren't many discipline problems. I did have to keep my one student on track and tell him to leave others alone because they are having fun and he got the hang of it by the end and was having fun himself.

Day Five: We had so much fun today, and I haven't laughed so much at my students since I have been here. We put our books together and I was really surprised to see how well they listened to directions and that all the books were in the correct order when I got there. We walked through putting the pages in order as a class and I think that helped them the most. After we read the story as a class I had them all go to home base and we came up with movements for our song that went along with the book. They were very creative and expressive during this. I gave them free range, with the exception of them not being able to really bite anyone or pull down theirs or anyone else's pants. They worked well together deciding on one move or action for each color monster. I noticed that they all recognized the color monsters so I decided to write the color word in black on a sentence strip and hold it up for them to see the monster that was next. After that I mixed up the words so the colors weren't in the same order, this really helped them learn to recognize the color words. We will continue doing this throughout the next two weeks to keep that connection to color words active.

This lesson emphasized whole group instruction but allowed for students to help each other in small groups at their tables while working individually on their work. This lesson used many different intelligences which helped lead to the success of the lesson. Those intelligences included visual/spatial, verbal/linguistic, bodily/kinesthetic, and musical/rhythmic. The variety of multiple intelligences is what helped lead to the success of this lesson because all students were allowed the same opportunity to learn.

Learning Activity Plan #3 (Small Group Recognition/Magnetic Board/Computer/Vtech)

Name: Stephanie

Estimated Time: 5 days, 45 minute lessons
each day as part of a center

Content Area(s): Math and Language Arts

Grade Level(s): Kindergarten

Standard(s):

North Carolina Math Standards:

3.04 The learner will complete simple spatial and visualization tasks and puzzles.

4.01 The learner will collect and organize data as a group activity.

4.02 The learner will display and describe data with concrete and pictorial graphs as a group activity.

5.01 The learner will sort and classify objects by one attribute.

North Carolina English Language Arts Standards:

1.02 The learner will develop phonemic awareness and knowledge of alphabetic principle.

1.03 The learner will demonstrate decoding and word recognition strategies and skills.

1.04 The learner will read or begin to read.

Achievement Targets:

Assessments:

Students will know and learn the eleven basic colors. (Knowledge)	<ul style="list-style-type: none"> • Pre-Assessment: Selected Response (Matching); Personal Communication (Questions asked one-on-one) • Interim Assessment: Personal Communication (Questions asked and answered during instruction) • Post-Assessment: Selected Response (Matching); Personal Communication (Questions asked one-on-one)
Students will be able to use decoding strategies to read the eleven basic color words. (Performance)	<ul style="list-style-type: none"> • Pre-Assessment: Performance Assessment (Observing skills through one-on-one correspondence) • Interim Assessment: Performance Assessment (Observing skills through one-on-one correspondence) • Post-Assessment: Performance Assessment (Observing skills through one-on-one correspondence)

Special Planning/Preparations (i.e., safety concerns, etc.): Have color words and pictures of different colored objects with magnets on the back and a magnetic board set up at an easel. Write all the color words in their color of marker and in black on a sentence strip with the words cut apart. Have the PowerPoint slideshow pulled up on the computer at the back. Have Vtech electronic devices out which color matching worksheets in place—make sure batteries are charged! For those students who come to my group already knowing their color words I will work with them on learning the color words in sign language and in Spanish.

Procedures	Time	Materials	Adaptations/Modifications for Students' Diverse Needs
(I will do the same thing for each of the five days, but with a different group, so there are only one set of instructions to be followed over and over each day)			
<p>Days One-Five:</p> <ul style="list-style-type: none"> *I will start off by saying that for their job today they will be working with colors and color words. *I will explain that two of them will work at the magnetic board and two of them will work with me, then after 20 minutes we they will switch jobs. When they finish at the magnetic board they go to the slideshow on the computer. *I will check for understanding of what they will do and when they will do it. *Then choose two to go to each job. 	1 min.		I will be watching for disruptions from my student who needs to be supervised in group settings.
<p>Group One:</p> <ul style="list-style-type: none"> *First I will demonstrate what each one will do at the magnetic board. *I will pull out the cards and show them that some have words and some have pictures. Their job is to find the cards with words and read which color it is. Then they are to find all the pictures that are that color and place them beneath the color word. *They need to help each other read the words and find the pictures, it is a group effort! 	3 min.	Magnetic board Baggie of color words and pictures PowerPoint on computer	See above I will also need to allow extra time for my student who has a PEP to gather his thoughts or ask questions.

<p>*When they are finished I will tell them they need to go to the computer and watch the slideshow. -They need to look at the pictures and decide what color they are, the color word will pop up, and then they need to name the pictures on that slide. *I will ask for thumbs up if they understand.</p>			See above
<p>Group Two: *I will demonstrate that we will be working with color words and learning how to read them. We will look at tricky ways we can remember what a certain color word looks like. *I will show them that we will work with the color words written in their color and color words written in black. *I will ask for thumbs up if they understand.</p>	1 min.	Color words on sentence strips cut out in both color and black	See above
<p>Group One: *This group will follow the instructions given above until I switch them.</p>	20 min.	Magnetic board Baggie of colors & words PowerPoint on computer	See above
<p>Group Two: *This group will work with me until it is time to switch. *We will start off with the color words written in the color they spell. (Each student will have their own set of words to work with) *I will go through the colors in this order (red, white, orange, pink, purple, blue, black, brown, yellow, green, gray) *First I will ask them what each word says showing them the words in the above mentioned order. *Next I will ask them what they noticed about each word that makes it different from the rest. I will give them an example of what I am looking for.</p>	20 min. total	Color words on sentence strips cut out in both color and black	See above I will need to give praise to the student who requires extra praise for giving the right answers.

<p>Examples of what I will say and am looking for:</p> <p>*I notice that red is the only color word that starts with the letter “r.” So if I see the letter “r” at the beginning I will know that that color is ‘red.’</p> <p>*I will do this with each word.</p> <p>-white is the only color word that starts with a “w.”</p> <p>-orange is the only color word that starts with an “o.”</p> <p>-pink and purple both start with the letter “p,” but only pink has the letter “i” and only purple has a “u.”</p> <p>-blue, black and brown all start with the letter “b.” Blue and black both have the “bl” sound at the beginning so we have to look farther down the word. Only blue has the letter “u” and only black has an “a.” Brown starts with a “b,” but it doesn’t have the “bl” it has the “br” sound so we know that “br” is brown.</p> <p>-yellow is the only color word that starts with a “y” but it also has two letter that are the same right next to each other, “ll.”</p> <p>-green and gray both start with the letter “g” but green has two letters that are the same right next to each other “ee” so if we see a “g” word and two “ee’s” then we know it is green, but if we see a “g” word and no “ee’s” we know it is gray.</p>	<p>15 min. (break-down of the 20 total min.)</p>	<p>Sentence strips with color words</p>	<p>See above</p>
<p>*I will then show them the color words written in black and see if they can use the “tricks” above to figure out each color word.</p> <p>*Before they go we will read the words together once.</p>	<p>5 min. (break-down of the 20 total min.)</p>		<p>See above</p>

<p>Separate group of students:</p> <ul style="list-style-type: none"> *As the students who are in the group that use the white boards, letter tiles, and big books, finish their jobs they will be able to take turns (two at a time) using the Vtech electronic devices. They can have about ten minutes each on them. *They will turn them on and take the special pen that is attached and follow the directions given to them by the electronic device. *In this case they will be finding object of certain colors on the page to match the color word given by the computer. 	20 min.	Vtech electronic device Color word game	<p>I will need to demonstrate to the whole class how to use them and check for understanding of proper use.</p> <p>I will need to monitor behavior and appropriate use of the devices.</p> <p>I will need to pair up those students in the groups who have difficulty with electronics with ones who know what to do.</p>
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Integration of Technology:

*PowerPoint slideshow where students will watch a slideshow of the colors and pictures that are those colors.

*Vtech Whiz Kid: students will use the handheld electronic device game to learn color words and will be able to match pictures of those pictures to those color words using a special pen attached to the device.

Outreach to Families: None in this lesson.

Reflection:

Throughout the week I noticed that students could recognize the color words better when they were written in the color of the word itself because they recognize the colors by now; so they weren't really reading the words. When I gave them the words written in black they had a tougher time figuring out what they said. When I first introduced the "tricks" they did not seem to understand what I was doing, but after a few times and having them point with their fingers and circle which parts we were talking about, it started to click. Some students still did not understand what they were supposed to be doing and that is when I adapted my lesson to fit their needs as written in my reflection-in-action. Those students who went to the magnetic board first had an easier time reading the color words to begin with because they had just worked with the words and pictures of the colors of words, so it was a refresher for them before coming to my group. I was really impressed how well the two students from each group worked with each other and were helping each other figure out the words and what pictures went along with those words. In the future this lesson is something that I would like to be able to do for a couple of weeks straight and then mix it into the lesson again every so often as a refresher of colors and color words. They really like watching the slideshow. I think it was something different and the colors and pictures popped out on the black background so it was visually appealing. Next time I would like to show them what to do to move the slides themselves

instead of watching it on a timed setting; that way there is more interaction. I just didn't have time to teach them all before the lesson so I timed it.

This lesson emphasized small group instruction with me, partner learning with the magnetic board, and individual learning at the computer and Vtech jobs. This lesson used many different intelligences which helped lead to the success of the lesson. Those intelligences included visual/spatial, verbal/linguistic, logical/mathematical, and bodily/kinesthetic. The variety of multiple intelligences is what helped lead to the success of this lesson because all students were allowed the same opportunity to learn.

Learning Activity Plan #4 (Favorite Colors Graph)

Name: Stephanie

Estimated Time: 1 hour

Content Area(s): Math and Language Arts

Grade Level(s): Kindergarten

Standard(s):

North Carolina Math Standards:

1.01 The learner will develop number sense for whole numbers through 30.

3.03 The learner will model and use directional and positional vocabulary.

3.04 The learner will complete simple spatial and visualization tasks and puzzles.

4.01 The learner will collect and organize data as a group activity.

4.02 The learner will display and describe data with concrete and pictorial graphs as a group activity.

5.01 The learner will sort and classify objects by one attribute.

North Carolina English Language Arts Standards:

1.02 The learner will develop phonemic awareness and knowledge of alphabetic principle.

1.03 The learner will demonstrate decoding and word recognition strategies and skills.

Achievement Targets:

Assessments:

<p>Students will know and learn the eleven basic colors. (Knowledge)</p>	<ul style="list-style-type: none"> • Pre-Assessment: Selected Response (Matching); Personal Communication (Questions asked one-on-one) • Interim Assessment: Personal Communication (Questions asked and answered during instruction) • Post-Assessment: Selected Response (Matching); Personal Communication (Questions asked one-on-one)
<p>Students will be able to use decoding strategies to read the eleven basic color words. (Performance)</p>	<ul style="list-style-type: none"> • Pre-Assessment: Performance Assessment (Observing skills through one-on-one correspondence) • Interim Assessment: Performance Assessment (Observing skills through one-on-one correspondence) • Post-Assessment: Performance Assessment (Observing skills through one-on-one correspondence)

Special Planning/Preparations (i.e., safety concerns, etc.): Big piece of green butcher paper taped to wall with “Our Favorite Colors” written out, in all eleven colors, at the top as a title to the graph, teddy bear die cuts in all eleven colors (10 of each color), markers, tape, sentence strips.

Procedures	Time	Materials	Adaptations/Modifications for Students’ Diverse Needs
*I will ask my students to look at the words on the butcher paper and think about what they say. I will then have them read it to me as a class.	2 min.	Butcher paper with words	I will be watching for disruptions from my student who needs to be supervised in group settings. I will check for understanding with each new part of the lesson.
*I will tell them we are going to pick our favorite colors and graph them to see whose favorite color is the most popular, but first, we must remember what all the colors are we can choose from. *I will tell them I need their help because I cannot remember all the colors or how to spell them, and ask if they can help me.	1 min.		See above
*On the sentence strips I will ask the students to help me write the color words. I will sound out the letters and they will tell me what letter to write. *i.e. I will say “let’s start with red. rrr-eee-ddd;” and they will say “r-e-d.” *I will write them out using the color of the word we are trying to spell. *After all words are written out I will cut them apart and tape them on the butcher paper along the top.	25 min.	Sentence strips Markers Scissors	See above I will need to allow extra time for my student who has a PEP to express his thoughts. I will need to praise my student who needs extra praise when the correct word is spelled.
*Next I will tell my students that I want them to think of their favorite color and when I call on them to come and find the teddy bear of their favorite color and go to their seats and write their name on the bear. *When they are finished they can come back to home base and wait for everyone to join them. *I will check for understanding of what is to be done.	7 min.	Die cut teddy bears Pencils	I will be watching for disruptions from my student who needs to be supervised in group settings.

<p>*When everyone is done we will start with the first color word on the chart on the left. I will ask them to help me read it.</p> <p>*Next I will ask whoever has a bear that is that color to stand up and come to the front.</p> <p>*They will tape their bear in a straight line beneath the color word going towards the bottom of the paper with their names showing towards the class.</p> <p>*We will repeat this step with each color word.</p>	15 min.	Tape	<p>See above</p> <p>I will need to allow extra time for my student who has a PEP to put his color and the word together.</p> <p>I will need give praise to my student who needs extra praise for placing his bear in the right place at the right time.</p>
<p>*When all the students have placed their bears on the chart I will grab my pointer and we will count how many bears are under each color to see which one has the most, least, or same. We will write the total of each color under the last bear in line.</p>	8 min.	Marker Pointer	See above
<p>*To close we will read the color words again saying the number of bear under each one as we go.</p>	2 min.	Pointer	See above

Integration of Technology: None in this lesson.

Outreach to Families: None in this lesson.

Reflection:

This lesson emphasized whole group instruction with the students being able to participate individually. This lesson used many different intelligences which helped lead to the success of the lesson. Those intelligences included visual/spatial, verbal/linguistic, bodily/kinesthetic, and logical/mathematical. The variety of multiple intelligences is what helped lead to the success of this lesson because all students were allowed the same opportunity to learn. This lesson went great because the students were actively involved in their learning and were moving around quite a bit!! It was also something that was personal to them; it was their favorite color so it gave them more ownership of the work done and the graph as a whole. I moved the poster at recess to a blank space in the wall and it will stay there until I leave my internship. They are starting to learn how to sound out the letters in the words and put the sounds together, while some have already accomplished it and can read the words fluently. I have added the color words to the word wall and they have started practicing writing them when they go to the chalkboard job so I think that is helping; all the repetition throughout the day and week. They really impressed me when we were counting the number of bears. At the end they said they wanted to count all the bears on the graph to see how many bears there were in all. When we got done there were only sixteen bears. They said “hey, there are two bears missing.” They put together that we have eighteen people in the class and we only had sixteen bears so two bears and people were missing. We’ve been working on more than or less than or what’s missing and I didn’t think they were catching on, but boy did they prove me wrong. And I am glad they did; it taught me not to underestimate their learning.

Learning Activity Plan #5 (Sorting Manipulatives by Color)

Name: Stephanie

Estimated Time: 45 minutes

Content Area(s): Math and Language Arts

Grade Level(s): Kindergarten

Standard(s):

North Carolina Math Standards:

- 1.01** The learner will develop number sense for whole numbers through 30.
- 3.03** The learner will model and use directional and positional vocabulary.
- 3.04** The learner will complete simple spatial and visualization tasks and puzzles.
- 4.01** The learner will collect and organize data as a group activity.
- 5.01** The learner will sort and classify objects by one attribute.

North Carolina English Language Arts Standards:

- 1.02** The learner will develop phonemic awareness and knowledge of alphabetic principle.
- 1.03** The learner will demonstrate decoding and word recognition strategies and skills.
- 1.04** The learner will read or begin to read.

Achievement Targets:

Assessments:

<p>Students will know and learn the eleven basic colors. (Knowledge)</p>	<ul style="list-style-type: none"> • Pre-Assessment: Selected Response (Matching); Personal Communication (Questions asked one-on-one) • Interim Assessment: Personal Communication (Questions asked and answered during instruction) • Post-Assessment: Selected Response (Matching); Personal Communication (Questions asked one-on-one)
<p>Students will be able to use decoding strategies to read the eleven basic color words. (Performance)</p>	<ul style="list-style-type: none"> • Pre-Assessment: Performance Assessment (Observing skills through one-on-one correspondence) • Interim Assessment: Performance Assessment (Observing skills through one-on-one correspondence) • Post-Assessment: Performance Assessment (Observing skills through one-on-one correspondence)

Special Planning/Preparations (i.e., safety concerns, etc.): Have chalkboards and white boards out and color words written in black on sentence strips. Take out the wooden sticks and find each color. Give each student three different colors of sticks making sure there are about the same number of each color of sticks “floating around.”

For those students who already know their color words I will allow them to use sign language or Spanish to tell me the color words.

Procedures	Time	Materials	Adaptations/Modifications for Students' Diverse Needs
<p>*I will start off by having the chalkboards and white boards on the floor with a color word placed on top of each one.</p> <p>*Each student will have three wooden sticks on their nametags when they walk in—they are not to touch them until told to do so.</p>		<p>Chalkboards Whiteboards Color words on sentence strips Wooden sticks</p>	<p>I will check for understanding with each new part of the lesson.</p>
<p>*I will instruct them to sit in a “math circle around the boards at home base with their sticks in their hands.</p> <p>*They need to keep them in their hands until they are told to place them on the boards or I will take them away.</p> <p>*I will check for understanding of what they are to do and not to do.</p> <p>*They can then sit at home base in a math circle.</p>	5 min.	<p>Chalkboards Whiteboards Color words on sentence strips Wooden sticks</p>	<p>I will be watching for disruptions from my student who needs to be supervised in group settings.</p>
<p>*As a class we will read the color words on the boards. As we read each word I will ask my students to look at the sticks in their hands and see if they have that color; if they do, raise it in the air.</p> <p>*We will do this for each of the eleven colors.</p>	15 min.	<p>Chalkboards Whiteboards Color words on sentence strips Wooden sticks</p>	<p>See above</p> <p>I will need to allow extra time for my student who has a PEP to figure out his color and raise his hand.</p> <p>I will need to praise my student who needs extra praise for raising their hands at the right time.</p>

<p>*Next we will start with one color, we will read it, and go around the circle having each person with that color of stick placing it on the board beside the word. *We will do this for each color.</p>	15 min.	<p>Chalkboards Whiteboards Color words on sentence strips Wooden sticks</p>	<p>I will be watching for disruptions from my student who needs to be supervised in group settings. I will need to allow extra time for my student who has a PEP to figure out his color and place it on the board. I will need to praise my student who needs extra praise for the correct placement of his stick.</p>
<p>*At the end we will count the number of stick on each board and write it on the board with either chalk or a dry erase marker. *We will see which has the most, lease, and same amount. *Then we will count the number of sticks that are on the floor, no matter the color.</p>	10 min.	<p>Chalkboards Whiteboards Color words on sentence strips Wooden sticks Dry Erase marker Chalk</p>	<p>I will be watching for disruptions from my student who needs to be supervised in group settings.</p>

Integration of Technology: None in this lesson.

Outreach to Families: None in this lesson.

Reflection:

I was surprised to find that the most difficult part of this lesson was or my students to sit in a math circle and keep their sticks in their hands. I had to take several away because they kept playing with them and throwing them on the boards. They really liked doing something hands on with colors and it was a good way to practice taking turns and helping each other out. I like doing whole group activities where the students can learn to work together and take turns because right now that has become out biggest issue. They liked using the sticks because it is a manipulative they are not allowed to use during play time. It was a good lesson and my teacher even liked it so much she took a picture of the end product and is going to do it next year!! In fact my cooperating teacher has liked all my lessons so far and is going to use most of them in the following years!

This lesson emphasized whole group instruction with students being able to participate on an individual level. This lesson used many different intelligences which helped lead to the success of the lesson. Those intelligences included visual/spatial, verbal/linguistic, bodily/kinesthetic, and logical/mathematical. The variety of multiple intelligences is what helped lead to the success of this lesson because all students were allowed the same opportunity to learn.

Learning Activity Plan #6 (Mixing Colors)

Name: Stephanie

Estimated Time: 1 hour 30 min.

Content Area(s): Math, Language Arts, and Science

Grade Level(s): Kindergarten

Standard(s):

North Carolina English Language Arts Standards

- 1.02 The learner will develop phonemic awareness and knowledge of alphabetic principle.
- 1.03 The learner will demonstrate decoding and word recognition strategies and skills.
- 1.04 The learner will read or begin to read.
- 2.04 The learner will formulate questions that a text might answer before beginning to read.
- 2.05 The learner will predict possible events in texts before and during reading.
- 3.01 The learner will connect information and events in text to experience.
- 3.02 The learner will discuss concepts and information in a text to clarify and extend knowledge.
- 4.03 The learner will use words that describe color...in a variety of texts.

North Carolina Math Standards

- 1.01 The learner will develop number sense for whole numbers through 30.
- 3.04 The learner will complete simple spatial and visualization tasks and puzzles.
- 4.01 The learner will collect and organize data as a group activity.
- 4.02 The learner will display and describe data with concrete and pictorial graphs as a group activity.

North Carolina Science Standards

- 3.01 The learner will observe and describe the properties of different kinds of objects and how they are used.
- 3.02 The learner will develop and use a vocabulary associated with the properties of materials color, size, shape and texture.

Achievement Targets:

Students will analyze what happens when they mix the primary colors. (Reasoning)	<p>Assessments:</p> <ul style="list-style-type: none"> • Pre-Assessment: Personal Communication (Questions asked and answered during instruction)
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Assessments:

	<ul style="list-style-type: none"> • Interim Assessment: Personal Communication (Questions asked and answered during instruction) • Post-Assessment: Personal Communication (Questions asked and answered during instruction)
Students will know and learn the eleven basic colors. (Knowledge)	<ul style="list-style-type: none"> • Pre-Assessment: Selected Response (Matching); Personal Communication (Questions asked one-on-one) • Interim Assessment: Personal Communication (Questions asked and answered during instruction) • Post-Assessment: Selected Response (Matching); Personal Communication (Questions asked one-on-one)
Students will be able to use decoding strategies to read the eleven basic color words. (Performance)	<ul style="list-style-type: none"> • Pre-Assessment: Performance Assessment (Observing skills through one-on-one correspondence) • Interim Assessment: Performance Assessment (Observing skills through one-on-one correspondence) • Post-Assessment: Performance Assessment (Observing skills through one-on-one correspondence)

Special Planning/Preparations (i.e., safety concerns, etc.): I will have made ten yellow, ten red, and ten blue ice cubes. Each color will be separated into a different tub. I will have three glass bowls, three spoons, and three paper towels. I will need to have chart paper on the easel and it needs to be titled “Mixing Colors” and it will be labeled “What **will** happen” and “What **did** happen.” A vertical line will separate the two columns. I will need to have ten of the eleven colors of markers under the easel (white doesn’t show up so we don’t use it). Before the lesson I need to run to the freezer and grab the ice cubes.

For those students who already know the secondary color that come from primary colors I will allow them to explore with creating more colors by mixing secondary colors or all colors.

Procedures	Time	Materials	Adaptations/Modifications for Students’
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			Diverse Needs
<p>*I will start off by explaining that there are three colors in which every other color comes from. I will explain that these colors are called primary colors, and ask if anyone know what these three colors are?</p> <p>*If the colors aren't guessed I will grab the color words and hold them up for the students to sound out.</p> <p>*I will write those color words in their colors under the title so they can see what colors we will be working with.</p>	4 min.	Chart paper with titles and labels Markers Color word cards	<p>I will be watching for disruptions from my student who needs to be supervised in group settings.</p> <p>I will need to allow extra time for my student who has a PEP to express his thoughts.</p>
<p>*Next I will tell my students that we are going to look through a book, but that I am going to skip some pages and they will have to guess what will happen. We will write what will happen on our chart and at the end we will read the whole book and fill in the other side of our chart.</p>	1 min.	None	See above
<p>*We will look at the pictures and talk about what we see happening, mentioning the color of the mice as we move through the story. I will have a piece of paper taped over the pages that show what colors are made when two colors are mixed. When we get to these pages:</p> <p>-First I will put those two color of ice cubes (five of each color) in a clear glass bowl. I will explain that as they melt the colors will mix and we will be able to see which colors are made from each of the colors mixed.</p> <p>-Second, I will have the students guess what color is going to be made and we will write it on our chart. (red + yellow), (yellow + blue), (blue + red).</p>	20 min.	<u>Mouse Paint</u> by Ellen Stoll Walsh Chart paper with titles and labels Markers Clear glass bowls Ice cubes Spoons Paper towels	<p>See above</p> <p>I will need to praise my student who needs extra praise if he gives a prediction.</p>

<p>*I will write down each students answer on the chart and on a separate piece of paper.</p> <p>*We will do this for each of the three different colors made (orange, green, and purple). I will explain that when we mix two primary colors we get secondary colors.</p>		Same as above	Same as above
<p>*An example of how this will look is as follows: red + blue = ? This is where I list their guesses 7 green ● 5 purple ● 6 black ●</p>			None
<p>*After we do the above for each of the three secondary colors we will add up the tally marks and see which color has the most votes. I will write the total number next to each color.</p> <p>*We will count the numbers and make sure that they equal the number of students in the class. We will decide which color has the most votes and which has the lease votes and by how many on each.</p>	15 min.	Chart paper with titles and labels and predictions Markers	See the last given adaptations.
<p>*Next I will send the students to their seats to practice writing color words and then for them to write what colors they think will be created from each of the different primary color mixtures like we did on the chart</p> <p>*I will explain that we will need to keep an eye on the ice cubes to see if we can see any changes, so every few minutes I will call a different table to come to my table and have them tell the class what they see. (at this time I will mix the ice cubes up with a spoon to mix the colors together more)</p>	20 min.	Lined paper and pencils Clear glass bowls Ice cubes Spoons Paper towels	I will be watching for disruptions from my student who needs to be supervised in group settings. I will also need to allow extra time for my student who has a PEP to ask questions if they arise.

<p>*After twenty minutes I will call all the students back to home base. As each table is called down I will ask them to look at the bowls and see what they see, but don't share what they see with anyone.</p> <p>*After I have called all tables down we will begin to fill in the other side of our chart, the "what did happen" side. We will do this for each of the three secondary colors created.</p> <p>*I will write down each students answer on the chart and on a separate piece of paper.</p>	10 min.	<p>Chart paper with predictions</p> <p>Markers</p> <p>Clear glass bowls</p> <p>Ice cubes</p>	<p>I will be watching for disruptions from my student who needs to be supervised in group settings.</p> <p>I will also need to allow extra time for my student who has a PEP to express his opinion.</p> <p>I will need to praise the student who needs extra praise for giving a correct answer.</p>
<p>*The above will look like this:</p> <p>red + blue = purple</p>			None
<p>*We will see if the color created was one of their guesses and if so how many people guessed right and how many didn't guess differently.</p>	5 min.	<p>Chart paper with titles and labels</p> <p>Markers</p>	I will be watching for disruptions from my student who needs to be supervised in group settings.
<p>*Finally we will read <u>Mouse Paint</u> without any of the parts covered up to see if our predictions or guesses were right.</p>	15 min.	<p><u>Mouse Paint</u> by Ellen Stoll Walsh</p> <p>Chart paper with predictions</p>	See above

Integration of Technology: None in this lesson.

Outreach to Families: None in this lesson

Extension: As an extension to this lesson we will use our handprints to show the mixing of primary colors to secondary colors. For the next three afternoons at the end of the day I will call students one by one to the back of the room where I will paint each hand one of the primary colors. They will place their hands on either side of the construction paper leaving a handprint of each color. Then they will pick up their hands and rub them together to make the secondary color. They will choose one hand to put in the middle of their other two handprints. This is will emphasize what colors make other colors. On day one we will mix red and yellow, day two we will mix yellow and blue, and day three we will mix blue and red. At the end of each of these three days I will read the book White Rabbit's Color Book by Alan Baker. Each day the students will be able to help me read more parts of the book aloud.

Reflection:

This lesson went very well and the students had a lot of fun! I think this lesson turned out so well because of all the different models of learning. This lesson included four of the eight multiple intelligences (linguistic, logical/mathematical, spatial, and bodily/kinesthetic). Everything we did was very visual and hands on which is the easiest and most effective way for students at this age to learn. It involved doing activities that were not common to them and invoked their interest even more. The spatial and bodily/kinesthetic side of the lesson helped them learn because this is the strongest area of understanding for this class. The linguistic side of the lesson emphasized the need to be able to read the color words in order to understand the lesson. And the logical/mathematical was shown when the students needed to find out how many students had guessed. When we were wrong I counted fifteen students to line up and then asked how many students were sitting down? This is how many people didn't vote. This is when it started to make the most sense. The lesson emphasized whole group learning as well as individual and group learning at times.

They were interested and motivated and excited to learn the whole time. Usually sitting for this long would not have worked but because their interest was peaked they didn't even notice the time spent sitting. Because their interest was high there were no discipline problems and I was able to teach but more importantly was that they were able to teach themselves. My teacher loved the ice cube idea and wants to do it again next year! The only thing I would have like to do differently is to be able to have a big book of Mouse Paint because the students in the back had a hard time seeing the pictures.

E. Reflection-in-Action

Situation One

- Lesson three focused on Target One: Students will know and learn the eleven basic colors, and Target Three: Students will be able to use decoding strategies to read the eleven basic color words. This lesson was taught to small groups of three or four students during their reading and writing jobs (or centers as some teachers call them). I taught this lesson once a day until all five groups had been to my job. For this lesson I planned on breaking the group up so I was working with two students at a time (or two and then one for the case of the group with only three students). I would work with two students on decoding color words written on sentence strips. We would be looking for “tricks” to read color words, such as yellow has two ‘ll’s” or orange is the only one that starts with the letter ‘o.’ The other two students would be matching color words and color pictures on the magnetic board and watching a PowerPoint slideshow on the computer that shows them color words with pictures. Then after 20 minutes the two small groups would switch and I would work with the next two students.
- During jobs on the first day I worked with my lowest group of students. I was working with two students at a time as was struggling to get them to grasp what I was trying to have them do. I noticed that the first two students were having a hard time focusing and staying on task because they did not understand what they were supposed to be doing. They were getting frustrated because I was getting frustrated and that was when I realized I needed to do something different with this group.
- I did not want to change the original task because I believed it to be an important part in helping them to be able to decode, read, and just recognize the color words. So, I decided that with the remaining 15 minutes left we would look at the color words in a different way. I went and got three white boards and dry erase markers. We sat on the floor and I put one color word

at a time on the floor in front of them while leaving the other color words spread out around them so they could still see them. For each new word placed in front of them, they wrote that word on their white board. Then I had them look at the color word they wrote and asked them what they noticed about that “special” word.

This is where I modeled what I wanted them to do. I put the last word I would have them do down, which was gray in this case. I wrote gray on my white board and then said the word gray. I mind talked what I was thinking in my head. “Well, I know that gray and green both start with the letter ‘g’ so the letter g did not make it special. But, I do notice that gray is the only “g” word that ends with the letter ‘y’ so I can circle the letter ‘g’ and the letter ‘y.’ Now I know that whenever I see a ‘g’ at the beginning of a color word and a ‘y’ at the end the color is gray.”

Now, they can do this on their own with the other color words. Once they found something that made the color word different (they could look at the other words around to help them decide) I had them circle the “special” part. Then they could each share what they circled and why with the other student in the group. If someone circled something that would not help them when all the words were together then the other student could help him/her out if they knew the correct answer. We did this for each color word and when we were finished I had them look at the words on the sentence strips and use the clues they came up with to read the words by circling the clues with a pencil and reading the word. Then we sounded out each letter of the word and put the sounds together until they could read the word.

- The modifications made helped my students reach my achievement target for this part of my lesson because I was providing something hands-on for them to do to make them feel more involved with their learning. This class in general is a more hands-on class and likes to do things

themselves so adapting my lesson so they were writing and circling their own words and letters helped them more than just looking at a word on a piece of paper and telling me something. I also mind-talked my example I gave them and I think that that alone was a good adaptation because they could see exactly what I was wanting because I was showing them.

Situation Two

- The extension activity for lesson six focused primarily on Target Three: Students will analyze what happens when they mix the primary colors. But, they did work on Target One: Students will know and learn the eleven basic colors as well. This lesson was to be taught to each individual student and then review as a whole class. I wanted to have my students create one secondary color a day by painting their hand one primary color and the other hand another primary color. They were to place one hand on the left and one hand on the right side of the paper and then lift their hands and rub them together. Then they were to pick one hand, right or left, and place it in the middle of their other two handprints. This would show that the two opposite colors created the color in the middle. Then when all students had a turn we would go to home base and look at the chart created the day before and see if our predictions and the ice cubes had the same results as our handprints.
- During this extension activity I knew things would be hectic because painting a five year olds' hands is always a messy challenge, but I thought it would be a simple task because we had painted their hands before. Three students had 'completed' their handprints when I noticed that things were not going the way I had planned. Even though I was there working with each student showing them what to do, I still had a student painting anywhere on the paper, a student rubbing her hands together before she did her separate handprints, and a student running around

the room with paint on his hands. It was then that I decided we needed to do something different.

- I still wanted to work with each individual student for their handprints while the rest of the class was working on a color worksheet but I needed to give more instruction and a lot more modeling to the class as a whole first. I decided to call the class to home base for a review of what they were to do when it was their turn to come back and the proper way to act with paint on their hands. At home base I taped a piece of paper to the easel and had two paintbrushes on the floor. I held up the two bottles of paint and asked them to tell me what color each one was. Then I asked them to raise their right hand; none knew which their right hand was so I had to model one more thing. I told them to hold up their thumb and pointer finger and look to see which one made the correct looking letter 'l.' The one that made the correct letter 'l' was their "llllleft" hand, the other one was their right hand. I asked them again to hold up their right hand and they got it right. I said that we would be painting our right hands red. We would be painting our left hands yellow. Then I pretended to pain my right hand red, I placed my 'painted hand' on the paper on the easel to show where I wanted their handprint to go. I asked for thumbs up if they understood, and then asked a couple students to tell me which hand was red and where we placed it. I did the same for the left and yellow hand. Then I pretended to mix my handprints together, after I emphasized that I had already painted both handprints separately. Then I choose one hand and placed it between the other handprints. Again, I asked for a thumbs up if they understood and asked a few students to tell me what to do and where and when. Then I asked them what I should do with me hands after I was finished. They said I should hold them above my head and walk to the sink and wash them, without touching anyone or anything. I modeled what they said and then had them stand up and put their hands above their head for practice.

Then I let them walk back to their seats this way and continue working on their worksheets and I went back to making the handprints.

- In the end I noticed that a quick review does not hurt and more modeling is always a good thing with kindergarteners. Five year olds do not grasp concepts or instructions/directions the first time they are given; they need reviews, reminders, and constant modeling. After the modeling things went better and I could spend more time asking questions to get them thinking about what was going to happen and therefore working towards achieving the target for this lesson rather than on the details of what or how they should be doing things.

F. Student Profile & Analysis

Whole Class Analysis

My class consists of 18 kindergarteners, 10 males and 8 females. Out of these 18 students one is on a personalized education plan (PEP) and two need special adaptations although they are not on a PEP.

Target Two

My goal for Target Two was to have each student know the 3/3 secondary colors created when mixing the three primary colors. The dark horizontal line on the graph in Figure 1 shows the 3/3 (passing) line. 18 out of 18 students (100%) improved from the pre-test to the post-test. Of those 18 students, 18 (100%) passed Target Two knowing 3/3 colors created. All students started out knowing no secondary colors and ended knowing all three. They reached this target at 100% because we spent a lot of time on this target and did several hands-on activities to help the information make sense to all the students. This lesson was taught using several intelligences appealing to all students in my classroom.

Target Three

My goal for Target Three was to have each student be able to read one more word than they did in the pre-assessment. The dark horizontal lines on the graph in Figure 2 show where each student needed to be to pass this target during their post-assessment. 11 out of 18 students (61%) improved from the pre-test to the post-test. Of those 11 students 8 (72%) improved by more than one word. Two out of the 18 (11%) students knew all the words in the pre-test so their numbers couldn't go up. Although I made sure these two were still learning by teaching them the color word in sign language and Spanish; but that would not improve their score for knowing color words because that was already achieved. Five out of the 18 (27%) decreased

their score between the two tests. Students 6, 10, 11, and 18 did not improve their test scores between pre and post-test because in kindergarten it takes a long time for each child to grasp even the most basic concepts, so although they may understand and know the information the day it is taught they may not remember it a few days later when there has been no immediate instruction beforehand. Students 11 and 18 decreased their score by two words which I believe is because they did not truly grasp the concept in the first place, they just got lucky on the pre-test. Also kindergartener's are only five and five year olds do not perform when it is time to take a test. Although I hate to say it, that is what we are teaching them in school, not something they come knowing. They cannot just sit down and perform, especially if they have had a bad day, which is the case for Student's 6 and 10. Student 15 is diagnosed with ADHD but the parents do not want to give their child anything but discipline. So he loses his focus easily and gets frustrated when he does not know something right away and just shuts down. On the day of the post-test he had had a rough day and did not want to and was unable to sit down and concentrate.

Subgroup Analysis

My subgroup is composed of the students in my class who receive the lowest scores on their work or tests and those who have the most discipline problems. I choose these students as part of my subgroup because these students need some type of modifications, alterations, or extra help/time with their assignments/tests and/or behavior in order to complete and pass their assignments/tests. It is important to their learning and for my teaching to see if I gave them the type of adjustment they needed to succeed. Overall this subgroup remained consistent with the whole class for Target Two in terms of their improvements and somewhat consistent with the whole class in Target Three.

Target Two

My goal for Target Two was to have all five students in my subgroup learn 1 out of the 3 secondary colors (1/3). The black horizontal line on the graph in Figure 3 shows the goal I set for Target Two for this group. Five out of five (100%) reached and surpassed the goal I set of 1/3. Five out of the five students (100%) passed this target with a 100%. Their success on this target shows me that I meet their individual needs in order for them to succeed. I created an environment for these lessons where their attention was held, reducing discipline problems and boredom. I spread this lesson out over more days which allowed these students more time to grasp the concepts and complete the assignments. The hands-on activities provided an interactive way of learning for these students and also allowed them ample time to complete their work as half of it was independent work.

Target Three

My goal for Target Three was to have all five students in my subgroup read one more word on the post-test than they could on the pre-test. Two out of the five (40%) reached my goal and three out of five (60%) decreased their score. Student 1 went from decoding one word to being able to decode two words. Student 3 surpassed the goal I set by going from decoding zero words to being able to decode three. These two increased their scores and met my goal because I was able to work with them in a small group during jobs for a longer amount of time than the other students. I had also worked with several small groups by then so I had refined what I was trying to get them to accomplish so the instructions were simplified and to the point. Students 2 and 4 decreased their score by one word. Student 2 went from decoding five words to decoding four and Student 4 went from decoding three words to decoding two words. Student 5 decreased his score by three words; he went from decoding three words to decoding zero words. These

three students are in the same group for their jobs which is where I spent the most time working with them on words. Having all three of them in a group together I was not able to give each one the extra support they needed in order to reach my goal. This group is a disruptive group with there being the student who has ADHD, the one that was four, and the one who believes he does not have to follow the rules. They prevent each other from learning by their inability to control or their lack of control of their behavior.

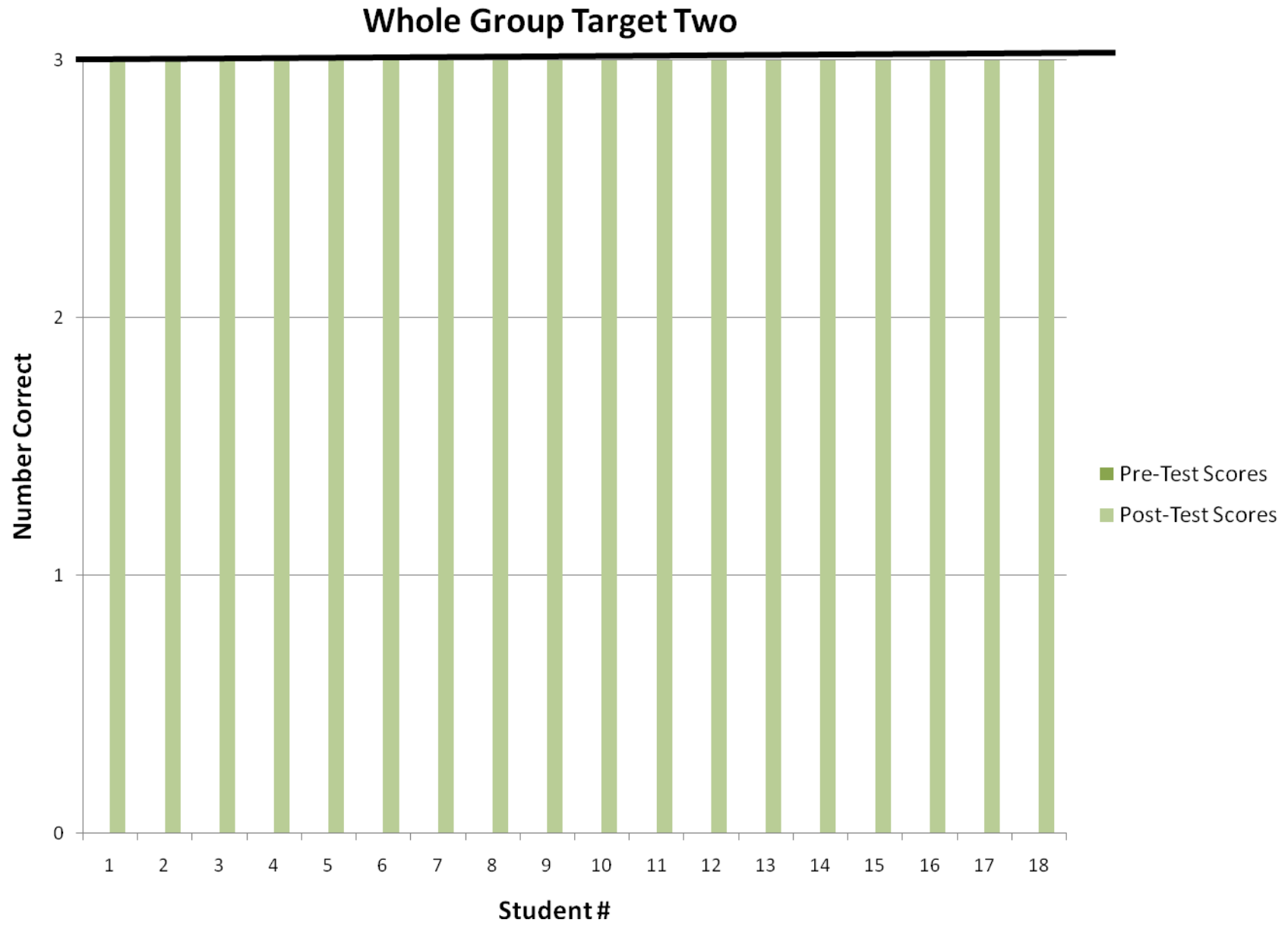


Figure 1

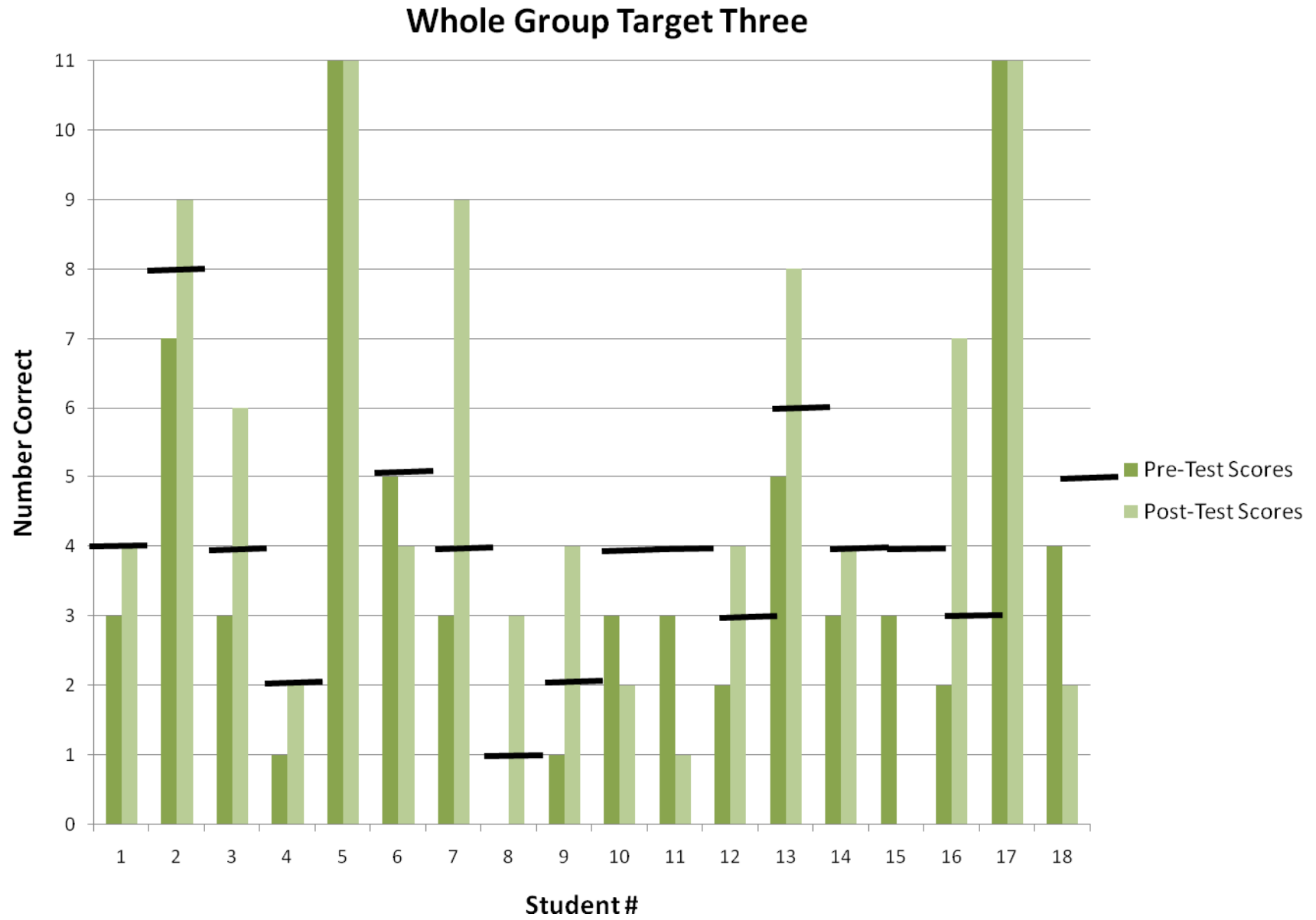


Figure 2

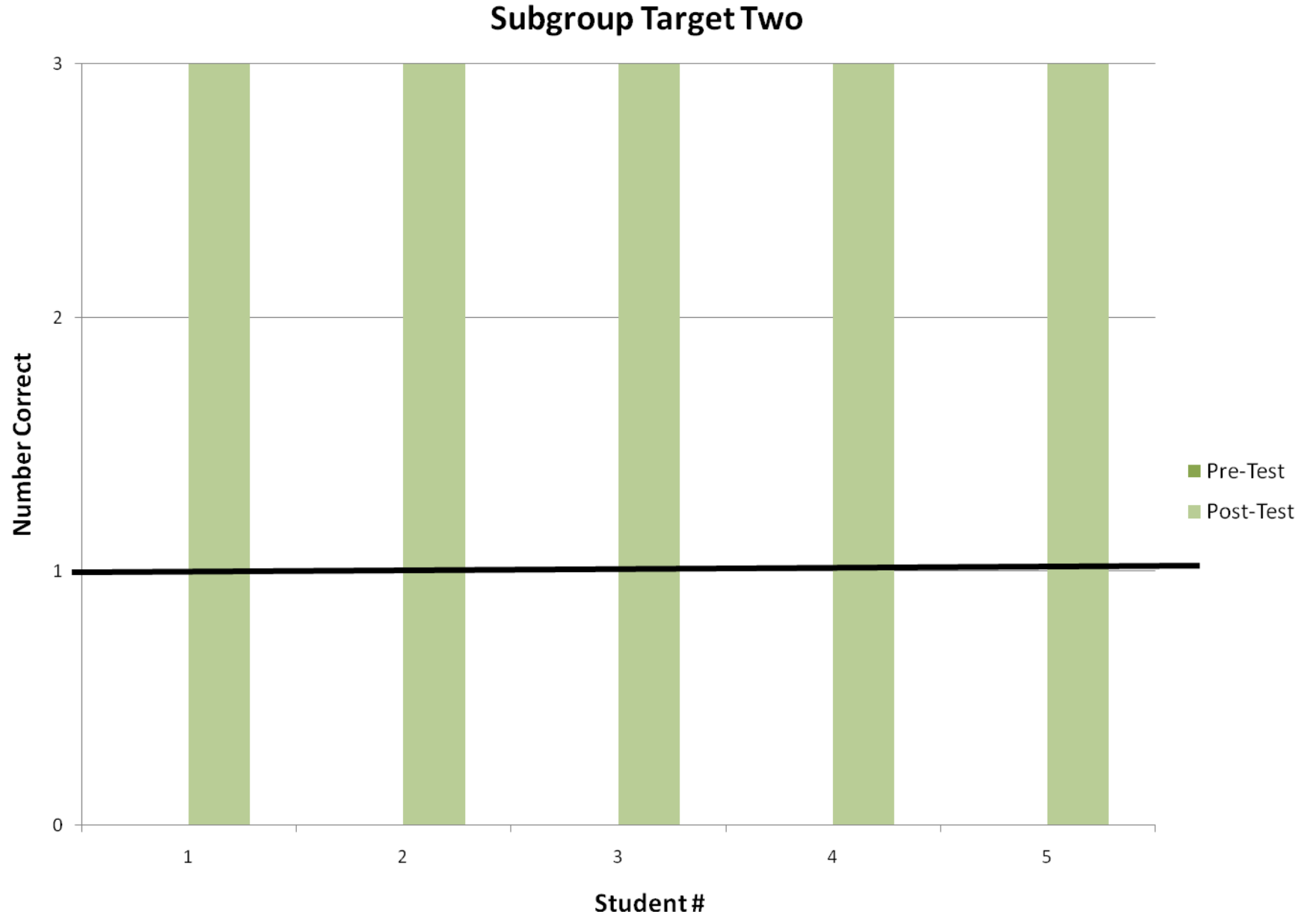


Figure 3

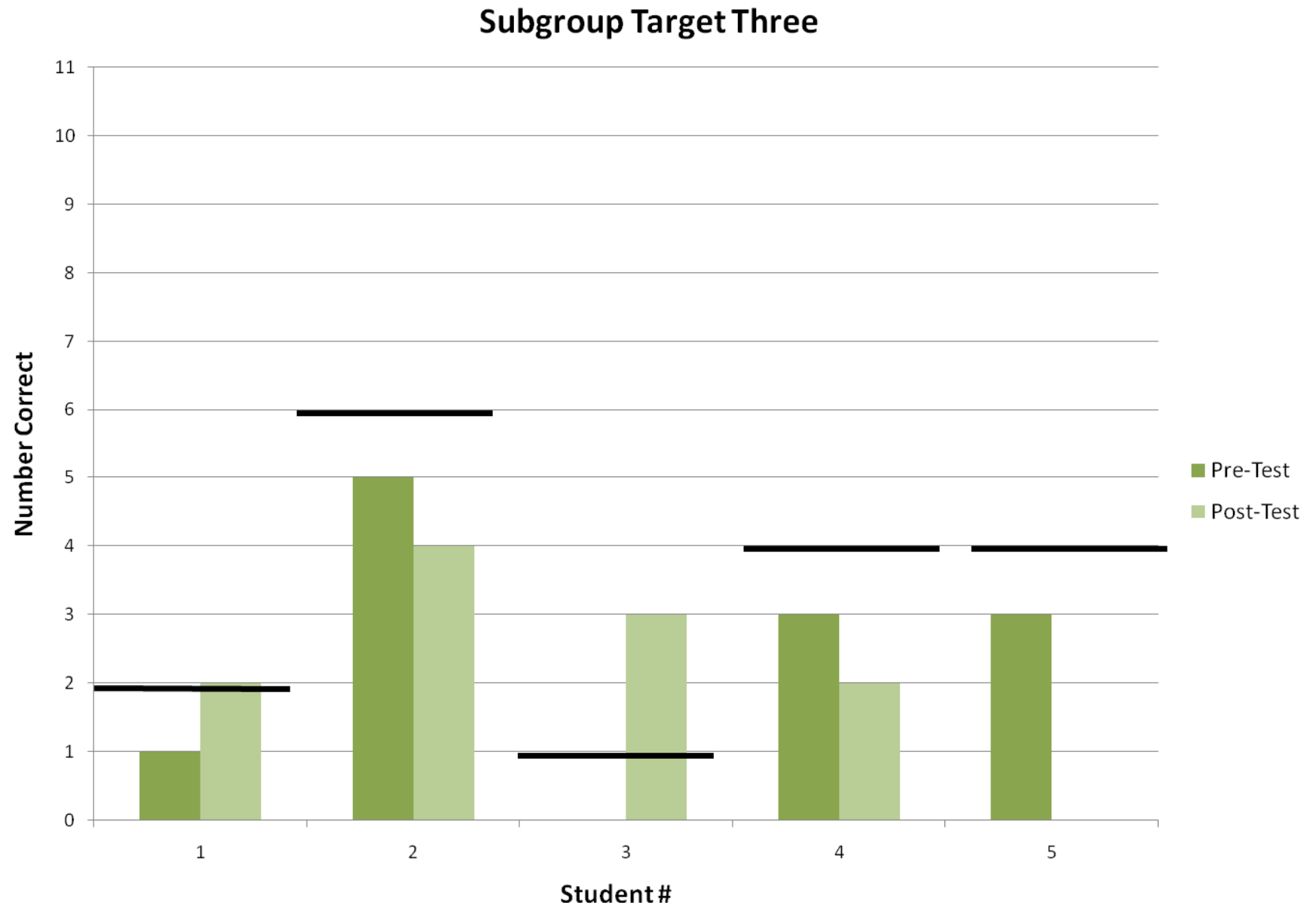


Figure 4

G. Reflection-on-Action

1. The lessons that went the smoothest during my instructional sequence were the ones in which I modeled everything I was doing and wanted my students to do. My students showed the greatest amount of understanding and comprehension when I modeled each step in the lesson. Along with modeling, constantly checking for understanding throughout the lesson was a big part of why most students reached the achievement targets. There were no questions as to what they were supposed to be doing or how to do it because they had seen me do the work first. The interactive lessons in which the students could give answers, share opinions, or get up to help were the most effective in decreasing the amount of discipline problems. The more involved they were in the learning process, the less time they had to distract their peers and worry about what others were doing. This allowed them to focus on the targets being taught.

The lessons in which I did not model directly in front of them did not go as well. There were times when I had done the work in advance and showed them a finished product, and that did not help them comprehend better. Every student needed to see each step that was involved in creating the finished product so they knew what to do when it was their turn to complete the task. There were times when after giving a new step in the directions I forgot to check for understanding. When it was time for my students to complete their work I found that everyone had questions about what they were supposed to do. I had to go over the directions a second time with them at their seats. Also, the lessons that I had planned for the students to look at work and verbally describe what they were seeing did not go as smoothly or work as effectively as those that allowed them to interact with their work and their peers around them.
2. The most successful parts of my instructional sequence were the lessons that provided hands-on, interactive, or manipulative based activities for my students. The lessons containing all or even

just one of the above mentioned elements were the ones that allowed every student, whether on a PEP or not, to succeed. In these lessons I had my students share things they found that were a certain color, act out a song with motions they created, write and circle their own words and letters, and help their peers when they could not find the correct answer. My students also had to work together to solve puzzles, create a graph in which they placed the objects, use blocks to sort by color individually and as a class, watch ice cubes melt into different colors, share opinions about what was going to happen once the ice cubes melted, and create handprints showing what happens when colors are mixed.

These lessons were successful because they provided something tangible for my students to work with, whether they were actually touching something or were able to grasp a concept. Hands-on activities and manipulative based activities provided students with the opportunity to not only see the lesson, but touch it as well. The lessons that allowed my students to be interactive were successful because five year olds are not able to sit and listen for long amounts of time. They need to be moving, and if that is not possible, they need to be involved. By providing them the opportunity to talk I allowed them to feel like their input and participation was important.

Part of lesson three did not go well because I did not model enough or provide an opportunity for interaction. I also did not allow enough time for my students with adaptations or a PEP to complete the task. In this lesson my students were to decode color words and look for “tricks” to identify words during later reading. I had planned for them to look at the words and tell me what they saw, but for this group that was not the best way for them to learn. They needed to be involved in every step of the process, from sounding out the letters to saying the word, in order to see what made it unique. They did not need for someone to do the first two steps for

them. I also did not allow enough time for this group to complete this job. My student with a PEP needed extra time to complete work and express his thoughts, and with the limited time given time to complete tasks, I tried to rush him through the words.

The extension of lesson six did not turn out the way I had planned because I had to go back and teach something I thought the students already grasped. I assumed that since we had already painted hands in class before that the students would know what to do and how to act. Yet, when it came time to paint hands in the lesson I was shown otherwise. I forgot that in kindergarten the most basic concepts we think everyone knows have never been taught to most of the students before. They come to school with pretty much a clean slate so I need to start at the very beginning and repeat things over and over because it is all new to most of them.

3. If I were to teach this instructional sequence again I would teach it over a longer span of time. I taught this lesson in a two week time frame and I would like to do it over twelve weeks. This way I could teach one color per week and then have a week of reviewing all colors. I would have every Friday be “color word” day and we would all wear that color of clothing to school. I would decorate the room the color of the day and we would eat a snack that was that color. The whole week would be based on learning that one color. We would work on recognizing it, reading it, and even writing it. This would improve student learning because all students can succeed when given enough time to grasp a topic. I would also have more time to focus on each target I had set, especially being able to read the color words. Designating one day each week to recognize a color would tie color words to the world around them so they can see how important it is to know their colors; they are all around them and used to describe many things.

I would also like to have the students make Color Monster puppets and put on a puppet show with the sayings for each color. This brings the story to life and provides another outlet for

learning by making it more hands-on and interactive. After reading the story Brown Bear, Brown Bear, What do you see?, I would have the students make their own “I See..” book. This would allow them to work on using their color words and they would get to practice their writing and drawing skills as well. I would use the game Candy Land for an activity so the students could practice recognizing colors. I could even substitute the cards that show the colors for cards that have the color words on them. Color Bingo would work well, too. These games would provide more reinforcement to the targets being taught.

While teaching this instructional sequence I have learned many things that will improve my teaching in the future. Some of the things I have learned are: patience is the number one key when dealing with five year olds-they are after all only five and have never been in school or done many of the things I am having them do; kindergarteners need a lot more time to finish their work, even when you plan for more time; they need a lot, and I mean a lot, of modeling of every step they are to do for their assignment, and even then they will need a lot of practice and opportunity to redo their work before I can expect them to get it right; and students learn twice as fast when you turn what they are learning into a song-it makes it more memorable, as does adding motions. I will incorporate what I learned this time around into future lessons; after all you can never stick to the same thing unless you have tried all other routes and come up with nothing else that works.

4. As I look back on how my instructional sequence went, I realize I have a lot more to learn about being a good and effective teacher for all students in all types of settings. I can always work on my classroom management skills and giving more praise to all students. I realize that my attitude sets the stage for the day and for the subject being taught. If I am enthusiastic and happy to be there and learn then it rubs off on my students and they are just as eager to learn new

things. I will continue to learn, grow, and improve as an educator by asking other teachers, of all grades, for ideas, opinions, and advice; continually reading new articles and books that come out on different learning strategies and their effectiveness; attending seminars and conferences in all subject areas; and by not being afraid to change what I am teaching or the way I am teaching to try a new idea or strategy.

H. References