

Note: Text fields and tables can be manipulated as needed to fit responses.

Task 1 - Contextual Information and Learning Environment Factors

A. General Contextual Information for Community, District, and School in Narrative Form (limited to 1 page)

I teach in a large suburban community with a population of 142,767 residents. The median household income is \$79,767. My community has a large range of single people, young couples, university students, large families, elderly communities, and farmers. My community is located between both urban and rural communities, 20 miles from downtown urban territory with skyscrapers, warehouses, and railroads. 20 miles from rural farm towns, prairie fields, and small communities with populations no more than 3,000. My community has continuous growth and ongoing construction promoting a higher population for the near future. Openings of additional schools are in high demand due to the rapid population increase and the commute from rural surrounding communities who attend many schools in this community district.

The district is mostly economically advantaged, 47.30% of the district is economically disadvantaged. The surrounding district has 49 schools, 36 of those are Elementary K-5. Student population is approximately 30,000 students. 66% of students are white, 16% Hispanic, 7% African American, and 9% other. The district has a 91.2% graduation rate and attendance rate of 98.4%. The district has earned 17 Blue Ribbon school awards and is recognized for many other achievements such as the Kansas Award for Excellence, level III. Being the second largest district in the state of Kansas, this district is known for being actively involved in the community by providing a wide variety of family programs such as athletics, college readiness, alternate trade school, and infant/toddler educational activities within the district. Parent involvement is also a strength of this district.

The school I teach at is located in surrounding neighborhoods of upper class families. Most of the students attending the school are white, with a percentage of 76.25% Non-economically disadvantaged. Other races include African American 12.71%, Hispanic 9.58%, and other 8.13%. Diversity is a topic we try to stress in this school as we are aware that cultural diversity is lacking compared to some other schools in our district. A small percentage of students are ELL, 10.8% and approximately the same percentage for students with disabilities. This school is K-5 with two classes of each grade and 3 special education classrooms. Each class holds a number of 18-24 students, except for Kindergarten, where class sizes are 12-16 students. The school has 480 students enrolled and approximately 23 classrooms for special programs, events, specials, extracurricular activities, and pod learning. Each grade level has classrooms separated into pods so students can have extra peer interaction and extra space for guest speakers, special events, and indoor field trips.

B. Characteristics of Class (Use the following two tables to record information for the Whole Class)

Table 1.1 Class Contextual Information (limited to 1 page)

Age range of students	<u>5-6</u>	Number of male students	<u>6</u>	
Total number of students	<u>12</u>	Number of female students	<u>6</u>	
		Number of non-binary students	<u>0</u>	
Percentage of economically disadvantaged students (i.e. students eligible for reduced lunch) <u>18%/school</u> [if reduced lunch information not available for class, provide school percentages]				
Number of students according to Race/Ethnicity (from U.S. Census definitions)	<u>0</u>	American Indian/Alaskan Native	<u>0</u>	Native Hawaiian/Pacific Islander
	<u>4</u>	Asian/Asian American	<u>6</u>	White
	<u>1</u>	Black/African American	<u>1</u>	Multiracial
	<u>0</u>	Hispanic/Latino	<u>0</u>	Other (specify)
Number of students according to Language proficiency	<u>0</u>	English Language Learners		
Number of students with identified special needs (sources and definitions of terms from IDEA sec. 300.8)	<u>1</u>	Autism	<u>0</u>	Other health impairment
	<u>0</u>	Deaf-blindness	<u>0</u>	Pervasive Developmental Delay
	<u>0</u>	Deafness	<u>0</u>	Specific learning disability
	<u>1</u>	Emotional disturbance	<u>0</u>	Speech or language impairment
	<u>0</u>	Hearing impairment	<u>0</u>	Traumatic brain injury
	<u>0</u>	Intellectual disability	<u>1</u>	Visual impairment
	<u>0</u>	Multiple disabilities	<u>0</u>	504 plan
	<u>0</u>	Orthopedic impairment		

Must provide appropriate charts/graphs to display demographic data for district, school, and classroom in Appendix A.

Table 1.2 Student Characteristics for Whole Class (limited to 1 page for the entire section) Write about student characteristics that impact teaching in the classroom. Include curricular and extra-curricular interests, academic performance, class behavior, family/community background.

Student Characteristics	General Descriptions	Implication for Teaching
Curricular and extra-curricular interests Impacts on teaching in the classroom	This class consists of 12 students, 6 of which are boys and 6 are girls. All of the students except for 1 are emotionally stable and live in households consisting of both parents, siblings either younger or older, and some even have pets. All of the families of students have both parents working outside of the home. All students are upper middle class and live in nearby neighborhoods within a few miles apart. Students that live nearby participate in neighborhood events and are often enrolled in sports teams and play in the same practice field on weekends. This also means that most of the students see each other outside of school during their extracurricular activities or may even play outside together in their neighborhoods. Although the class consists of mostly white students, 4 of the students have culturally different backgrounds and are aware of other languages in their household aside from English. 2 of the students are bilingual but speak English as their first language.	Parent involvement would be impacted as all families have both parents working outside of the home. This needs to be taken into consideration when asking for chaperones for field trips and having class events that would require parent participation. Most of the students may know each other through the extracurricular activities they participate in, or by living in the same neighborhood. It is important to give students alternate peer exposures. It would be appropriate to plan lessons involving the other Kindergarten class within the school so students are interacting with other peers their same age/grade. Knowing that my school and my class has a lack of diversity, I will be sure to integrate cultural awareness in my lesson when choosing read-alouds, showing pictures, or even using examples. Different holidays will be discussed and the students of different cultural backgrounds will be given opportunities for their parents to come share about their culture and holidays celebrated.
Previously demonstrated academic performance: % Above standard <u>41.67%</u> % Meets standard <u>50%</u> % Below standard <u>8.33%</u>		
Interpersonal interactions/behavior in class		
Family and/or community background		

C. Sub- Group/Focus Student Information

Table 1.3 Subgroup/Focus Student Characteristics



	Describe this subgroup/student and a rationale for why you selected them.	What are the instructional implications?
SUBGROUP or FOCUS STUDENT	<p>Student T has been selected as a focus student. Student T has a visual impairment and will be the biggest challenge as this student's specific impairment will require various modifications both to teaching, and even environmental changes throughout the classroom to assist Student T. The focus student chosen also has no in-class para like some of the other students in the room. This student will be actively involved in the classroom and will not be taken out into a special education room because of the visual impairment. From the information collected, Student T wears a pair of thick glasses that assist the student to better visualize objects up close. Due to the necessity of Student T's glasses, 2 extra sets will be provided, one with the school nurse, and another is kept in the classroom. Student T can participate in P.E. but will need to take extra caution with sports involving throwing/catching, and running through obstacles. Student T.</p>	<p>Although Student T has a pair of glasses that are helpful and necessary at all times, the student still struggles with seeing things from afar and can better see objects up close. Here are the following implications that will need to be done:</p> <ul style="list-style-type: none">• Student T will need assignments written in large legible font.• Labels may need to be placed largely on important areas of the classroom that need to be marked.• When using visuals, picture cards, or books, mindful considerations of whether Student T can see the images and font will need to be thought of.• Having accessible materials such as guide markers, pointers, magnifying glasses, and audio books for Student T.• Allowing Student T to write using thicker markers and/or lined paper• Periodically checking in with Student T to make sure that there is no discouragement, frustration, or lack of understanding due to any accommodations unmet.• Physical activities performed in the classroom cannot have any form of throwing or catching as this is a struggle that Student T may have.

Task 2 - Instructional Design

A. Description of Learning Objectives and Rationale for Selection (Minimum 2 learning objectives, maximum 4)

The learning objectives for this unit are focused on shapes. Students will be introduced to both 2-Dimensional (squares, circles, triangles, rectangles, hexagons) and 3-Dimensional shapes (cubes, cones, cylinders and spheres). The purpose of this unit is to expose students to

shapes in their everyday environment and to name and recognize shapes with their correct names. Shape identification will be a main focus as well as understanding the difference between 2-Dimensional and 3-Dimensional shapes. Shape comparison will be taught and new vocabulary will be introduced to students throughout this unit. Students will be able to make visual analyzations of shapes and familiarize themselves with the shapes they can identify in their environment. Learning objective selection is based on what students should be able to know by the end of Kindergarten. Unit selection is chosen for the purpose of an introduction of future model creation, shape creation, understanding symmetry, and working with tangrams to create works of art.

B. Identify Learning Objectives: Focus should be on student performance – not activities. *What will students know or be able to do?*

Obj. No.	Learning Objectives	State Standard/Benchmark Met by Learning Objective
1	Students will be able to visually compare an object and/or shape and describe how it is similar/different from another object and/or shape using new and previously learned vocabulary (e.g., sides, corners, straight, long, same, different) to describe shapes.	M.G.K.4: Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (eg., number of sides and vertices/"corners") and other attributes (e.g., having sides or equal length).
2	Students will be able to correctly name both two and three dimensional shapes (cubes, cones, cylinders, spheres, squares, circles, triangles, rectangles, and hexagons) when given a visual example of the shape (foam block, tangram, drawing, or 3-D foam shape model) and/or a visual example of an object/photograph in their environment (e.g., cell phone, stop sign, ball, pillow, pizza slice, soup can, party hat, ice cube, etc.).	M.G.K.2: Correctly name shapes regardless of their orientations or overall size.

3	<p>Students will be able to visually compare and describe if an object is two or three dimensional (e.g., a ball v.s. a paper plate).</p> <p>Students will be able to identify that cubes, cones, cylinders and spheres are 3-dimensional or “solid” shapes and squares, circles, triangles, rectangles, and hexagons are 2-dimensional or “flat” shapes.</p>	<p>M.G.K.3: Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p>
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C. Narrative: How do the unit objectives address these standards? (**limited to 1 page**)

Students will begin this unit by doing simple exploration and having exposure to the different shapes around them to gain awareness. As the unit progresses, students will understand that there are 2 and 3 dimensional shapes. As students sort shapes by their properties and learn the vocabulary terms used to describe them, they will have an opportunity to use shapes in the classroom by creating a work of art or sculpture that they wish using shapes they have learned about to understand that many shapes could be apart of a whole and that smaller shapes can create bigger ones.

D. Table 2.1 – Instructional Design: Overview of Unit Plan minimum 4 lessons, maximum 10.

Lesson	Date	Learning Objective(s)	Instructional Activities/Strategies	Describe Specific Adaptations/Differentiation/Universal Design for Learning (UDL)
1	Week 1 Day 1	Shape Exploration (Introduction to unit)	<ul style="list-style-type: none"> - Students will be given activity time to explore a variety of shape related puzzles and activities throughout the room freely. - The teacher will administer the Pre-assessment. - Students will collaborate and share their ideas of their observations. 	<p>All students will have the opportunity to explore a variety of shapes.</p> <p>The exploration of this activity allow students of all levels to experience the same kind of shapes but with the freedom of their own observations.</p> <p>Shape names will be written in large bold font around the classroom to help both student T and other students who are learning to read simple words.</p>

2	Week 1 Day 2	M.G.K.4	<ul style="list-style-type: none"> - Students will learn and use new vocabulary words such as: sides, corners, straight, long, same, and different. - Students will sort and organize both objects and shapes using sorting circles by their properties and their similarities. 	<p>For student T, the vocabulary learned and used will be on large postcards in large font, bold lettering. Students T will be given larger objects to sort and sorting circles will be colored for easy visualization. Student T will be given additional time to observe the object prior to sorting.</p>
3	Week 1 Day 3	M.G.K.3	<ul style="list-style-type: none"> - Students will understand the difference between 2 and 3 dimensional shapes. - Students will sort objects by their dimensional properties (2/3 dimensional). 	<p>Student T will be given large objects to sort. Foam shapes both 2 and 3 dimensional will be available for student T to compare and hold when comparing with another object. Gifted students will be given a series of picture cards with various shapes to identify and seek throughout the photos.</p>
4	Week 1 Day 4	M.G.K.2	<p>Students will be able to correctly name both two and three dimensional shapes (cubes, cones, cylinders, spheres, squares, circles, triangles, rectangles, and hexagons) when given a visual example of the shape (foam block, tangram, drawing, or 3-D foam shape model) and/or a visual example of an object/photograph in their environment (e.g., cell phone, stop sign, ball, pillow, pizza slice, soup can, party hat, ice cube, etc.).</p>	<p>Student T will sit up in the front row during the instructional portion of the lesson. Student T will be able to choose a different object if the object first chosen is visually difficult to see. Gifted students will be given objects with multiple shapes and be encouraged to identify all or both shapes.</p>
5	Week 1 Day 5	Shape Review (Closure to unit)	<ul style="list-style-type: none"> - Students will create a sculpture during their project time using foam 3D shapes and flat construction paper shape cutouts. - Students will present to the class what shapes they used in their sculpture and 	<p>Student T will get a chance to closely observe the model creations of other students prior to group circle time share. Student T's post test will have larger font, larger pictures, and Student T will be able to use a bold tip marker to make markings on the post test.</p>

			<p>what they have decided to create with the shapes.</p> <p>- The teacher will administer the post-test</p>	<p>Gifted students will be encouraged to cut foam shapes or piece together smaller construction paper pieces to form different shapes.</p> <p>All students will be encouraged to use at least one of each shape in their sculpture design.</p>
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E. Table 2.2: Description of Pre-assessment, Formative Assessments, and Summative (Post) Assessment (limited to 2 pages) (minimum 2 formative assessments)

	Describe the assessment to be used	Explain rationale for choosing this assessment	Which objectives does this assessment address?	Identify how the assessment will be scored and/or the criteria to be used for evaluation. What accommodations or modifications will you make for your focus student or sub-group?
Pre-Assessment	Kahoot	Kahoot is a multiple choice quiz game. It allows me, as the teacher, to assess all students at once in a fun, interactive, and quick and simple way. Students are also familiar with how to use Kahoot	M.G.K.4 M.G.K.3 M.G.K.2	Scores are given instantly and reported after the quiz game is complete. Students gain a point for every question. Accommodations for Student T: Student T will receive a personal iPad to complete the exam as the student will be able to view the question and answer up close without needing to look afar at the screen projected on the whiteboard
Formative Assessment	Sorting circles and vocabulary cards	Sorting circles are a way to see if students fully understand similarities and differences. Vocabulary cards are to check for understandings of the words used when describing shapes.	M.G.K.4	Students will be graded on participation and how well they are able to sort objects into the sorting circles either individually or as a group. Students who struggle will receive extra one-on-one attention. Student T will be given vocabulary words cards in large bold print.
Formative Assessment		Students will be able to do an activity while being graded without realizing it.	M.G.K.3	Students will be graded on participation as well as how easily they are able to sort 2 and 3 Dimensional objects

	Sorting circles	The activity task will require students to be able to sort a variety of objects.		and shapes. Student T will need no accommodations as the manipulatives will be of appropriate size.
Add more Formative Assessments as needed	Kahoot (post assessment)	Kahoot is a multiple choice quiz game. It allows me, as the teacher, to assess all students at once in a fun, interactive, and quick and simple way. Students are also familiar with how to use Kahoot	M.G.K.2 M.G.K.4 M.G.K.3	Scores are given instantly and reported after the quiz game is complete. Students gain a point for every question. Accomodations for Student T: Student T will receive a personal iPad to complete the exam as the student will be able to view the question and answer up close without needing to look afar at the screen projected on the whiteboard.
Summative (Post) Assessment	Creation	Students will be actively creating a work of art or model using what they have learned to show their understanding and knowledge.	M.G.K.4 M.G.K.3 M.G.K.2	Students will be graded on the use of shapes in their work and their presentation of naming all the shapes they have used.

F. Additional Details in Instructional Design (limited 1 page)

How do the instructional strategies/activities address the learning objectives for this unit?	Students will be sorting objects from their daily environment and be assessing where they belong by paying close attention to their properties. Students will get to showcase their understanding as they go into their model/sculpture creation using shapes and playing the interactive Kahoot quiz game.
How will critical thinking and problem solving strategies be implemented in the unit? Give specific examples of use.	During the creation portion of the lesson, students will have to use problem solving to get their sculptures to balance. The use of 3 and 2 dimensional shapes will be used to create their sculptures. Students will also have to problem solve when comparing 2 and 3 dimensional shapes as they sort them. Students will need to problem solve when they look at an image vs an actual tactile object. Sorting circles require students to think critically about where their objects and things should be placed to properly group the items.

<p>How does the unit demonstrate integration of knowledge/skills across <u>and</u> within content fields?</p>	<p>The integration of creative arts and Language arts will be used within the content fields. Students will be creating sculptures using shapes, a form of creative art. Students will learn new vocabulary and shape names, students will be expected to use the new vocabulary they learn appropriately when describing shapes.</p>
<p>Explain the literacy/reading strategies that will be used throughout the unit. Give specific examples. (Remember that using text is not a reading <u>strategy</u>)</p>	<p>Students will learn new vocabulary and be expected to use it correctly. When asked what the difference between a circle and a sphere, students should be able to say, “A circle is flat, and a sphere is solid” students should also be able to describe shapes using the new vocabulary, “the square has 4 sides just like the rectangle but the rectangle is longer” etc.</p>
<p>How will technology be integrated within the unit? Explain candidate use and student use.</p>	<p>Students will play an electronic quiz game, Kahoot. Students will also be exploring shapes at the beginning of the unit using iPads to play a tangram game and see how different shapes can merge together to create larger shapes. Students will also have a chance to look at 3D objects using QR codes via an AR scanner on the iPad. The AR shapes can be grabbed and rotated on the screen to see their full 3-Dimensional forms.</p>

Provide a copy of two complete detailed lesson plans in Appendix B.

Task 3 - Teaching and Learning

A. Narrative: Daily Teaching Reflections (limited to 2 pages total)

Day 1: Students were given an adequate amount of time to explore all the shapes at each of the tables set up and with observation, many students were asking each other questions and paying close attention to what they saw. With informal assessment, I was able to tell which students were aware of some of the shapes by the language they were using and which students saw the shapes as simple play toys or manipulatives. Pre-assessment followed along with the observations that students spent their time exploring.

Day 2: Lesson planned for today needed additional time for sorting. Students all sorted as a group in the large circle carpet area when students should have been able to sort individually. Lesson took more time than intended. Student T was able to completely participate but also needed additional time which meant more students had to wait longer with no activity to do. In the future, this sorting activity should be done in small groups of no more than 3 students.

Day 3: I had students perform the activity in small groups. This idea was good because more examples of 3D shapes would have been helpful especially when performing with a large group of students. Separation students into smaller groups helped students grasp the concept better as well as have enough materials to sort and get more individualized instruction time. Students being informally assessed did better today than they did yesterday.

Day 4: Most students, including Student T were able to participate in the activity. Instead of going by the lesson plan I ended up calling it a game of iSpy to grab the attention of the students as it is a familiar game they know. Some students struggled with identifying the 3D shapes when seen on photographs. To solve this, students were asked to think about the shape before answering. Thankfully, all the photographs chosen had to do with something all students have seen in their daily life and in their environment.

Day 5: The same post-test was given to students as the pre-test. Students were able to take the post test quicker than the pre-test and were familiar with all the shapes and could answer with confidence. Student T was given the same accommodations. Students were informally assessed as they were working on their sculptures and had to be encouraged to use a variety of shapes as some students were wanting to use just one shape to create a sculpture. Students were able to effectively communicate what kind of shapes they were making and how it related to their sculpture. Students were able to understand the difference between 2D and 3D shapes.

B. Student Interaction and Engagement (Strategies for promoting student-to-student interaction and student-to-teacher interaction) (limited to 1 page)

Strategies for promoting student-to-student interaction	Students had to work in small groups or teams of 2-3 to complete sorting tasks. Students were encouraged to work together as feedback was given to each group member as they contributed.
Strategies for promoting student-to-teacher interaction	Giving plenty of feedback to students so they understand the expectation and are able to feel comfortable asking questions. Students were encouraged to equally contribute to group discussions and voice their opinion regardless of how correct/incorrect their answers may have been.

C. Analysis of Assessment (limit 1 page)

Pre-Assessment:	
Description of results, based on pre-assessment chart (appendix C)	Students were familiar with the basic shapes such as square, triangle, and circle. Other shapes were unknown and vocabulary of sides and corners were unknown. 3D shapes were a struggle as most students named them after 2D shape names (ex cube = square). Results were clear that students were familiar with a few shape names but were unable to describe or recognize certain properties (ex, rectangle vs square). Results indicated that shape attribute vocabulary will need to be emphasized and shape comparison is important, especially for 3D vs 2D shapes.
Describe how pre-assessment data was used to proceed with instruction for all students.	Pre-assessment data was reviewed and lesson plans were altered so that the review or learning of shapes already known were briefly talked over, and more emphasis on shape, shape comparison, and shape attribute vocabulary were stressed. When students were informally assessed throughout the week, the results from the pretest were reviewed in consideration to asking specific questions.
Formative Assessment:	
student performance results of formative assessment	Students were able to answer questions during formative assessments. If students struggled then further questioning or brainstorming ideas were given so students were able to go through the thought process of understanding what was being asked.
Discuss the results in reference to the learning objectives.	Students successfully were able to make connections to what they have learned to their everyday environment and make real-life connections. (ex. "the sphere on this table looks like a ball, like the soccer ball I have at home!"). Students were able to describe shapes using the newly learned vocabulary describing shape attributes.
Discuss any accommodations or modifications based on the results of formative assessments.	No accommodations needed, Student T was able to answer the questions without any specific needs. Modifications were unnecessary as all students were able to answer most of the formative assessment tasks and questions.
Summative (Post) Assessment:	

D. Visual Representation of Disaggregated Data (limited to 2 pages)

Task 4 - Self-Evaluation and Reflection

A. Description of Successful Objectives (limited to 1/2 page)

Based on the analysis of all the assessment results, identify your most successful learning objective(s) from the unit.	Explain why these objective(s) were successfully met. Give more than one reason for each of the successes identified.
Objective 1: M.G.K.4 - visual shape comparison using vocabulary.	At the end of the unit when students were sharing their sculptures with the class, most students were able to use at least one of the newly learned vocabulary words to describe a shape by sides, corners, or specific attributes relating to the shape. When students were informally assessed while sorting shapes, students were able to use a new vocabulary word and point to how it looks on the shape.

<p>Objective 2: M.G.K.2 - Students were able to correctly name 2D and 3D shapes based on examples shown in class and successfully sort objects.</p>	<p>Students who scored lower on the pretest did much better by the time informal assessments were performed and during the post-test. Students were able to remember the names of shapes with little to no assistance and were even able to remember the vocabulary and attributes associated with the shape. Students were able to correctly name these shapes regardless of orientation when being asked about their project sculptures or when sharing their work with the class.</p>
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B. Description of Least Successful Objectives (limited to 1/2 page)

<p>Based on the analysis of all the assessment results, identify your least successful learning objective(s) from the unit.</p>	<p>Explain why these objective(s) were not as successfully met. Give more than one reason for each of the least successful objectives identified.</p>
<p>Objective 1: .G.K.3 - virtually comparing 3D shapes and 2D shapes. "solid" vs "flat" shapes</p>	<p>Students struggled at identifying 3D shapes based on photographs, but were easily able to distinguish 3D vs 2D shapes with mini models and physical examples. Students were not able to distinguish examples when shown photograph examples of 3D objects that were not brought into the classroom as an example.</p>
<p>Discuss at least TWO things to do differently in the future to improve students' performance. Be frank and thorough in your analysis.</p>	
<p>1. I would refrain from photographs and maybe show video clips so students better understand that what I am asking is about the shape of the object not how it looks on a flat page. Photograph examples do not quite capture the 3D aspect of an object and using a small video clip would have served as a better example. 2. Allow students more time in being able to share about their sculptures. Students were informally assessed more than being allowed to share. In the essence of the lesson, I would have preferred students had more time to share and be assessed informally.</p>	

C. Reflection on Unit and Implications for Teaching (limited to 1page)

<p>Based on the teaching of the unit, student performance, and two detailed lessons, identify at least TWO aspects of your instruction that should be improved. Explain reasoning.</p>	<p>What steps are you going to take to improve your teaching in these areas? Be specific.</p>
<p>Aspect 1: ELF (Engaging Learner Focus) - finding better ways to get students engaged before the lesson starts to avoid spending time getting students to pay attention and ask questions throughout the lesson. Preparing students for what is ahead by grasping their attention at the start of the lesson to eliminate the time used to answer questions or to repeat information for inattentive students.</p>	<p>Getting to know students to understand their interests and what ways I can engage them into a lesson prior to it starting to ensure full attention and get a positive learning attitude from my students. Taking the time to look over the ELF of each lesson and ensuring that students are doing something hands on that requires full attention and participation before moving forward into the lesson.</p>
<p>Aspect 2: Lesson delivery pacing - often times lessons take more time than anticipated when creating lesson plans. Being flexible on the time and making lessons shorter to ensure quality of delivery vs quantity of information delivered is meaningful.</p>	<p>Mock lesson delivery practices can help me gain a better idea of how long a lesson may last so that time is not exceeded and then hastily cut short for the sake of time. Taking into consideration that it is okay if a lesson goes over time as long as the content is concentrated and provides more info rather than trying to fit a lesson within a time frame to fit a schedule. Keeping a timer active when teaching and splitting up lesson plan creation into multiple parts to ensure a timely delivery.</p>

REFERENCES



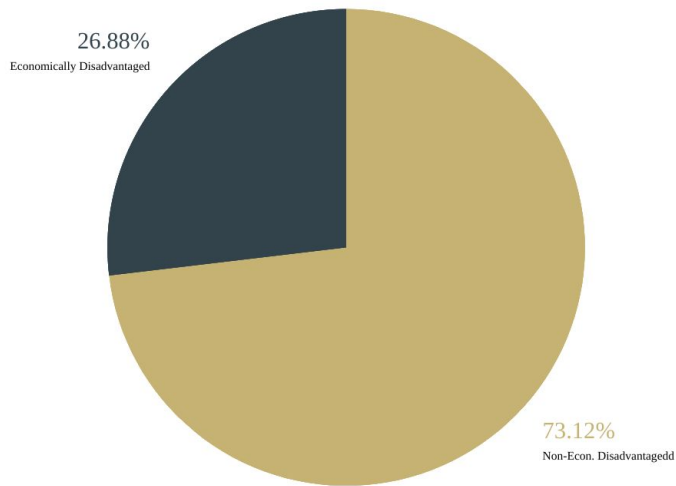
Use this section to list credible resources you cited in the text to inform and/or support your instructional decisions/rationale in this work sample.

Wichita State University lesson plan template
Demographic data charts by Adobe

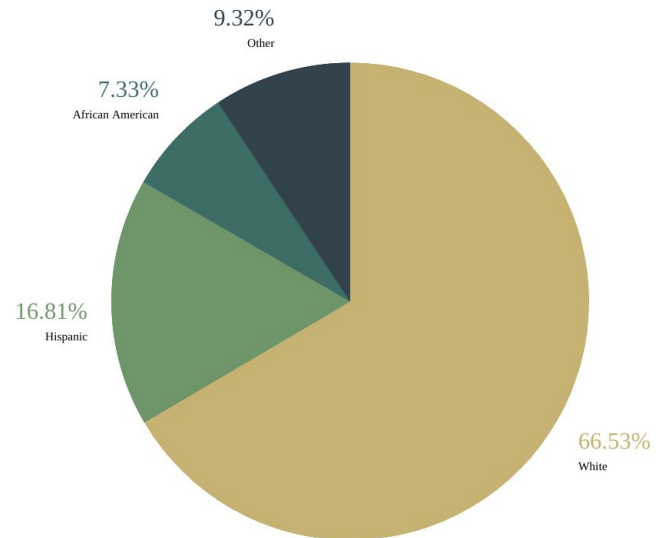
APPENDIX A Demographic Data for classroom, school, and district

Demographic Data for District:

District Economically Disadvantaged

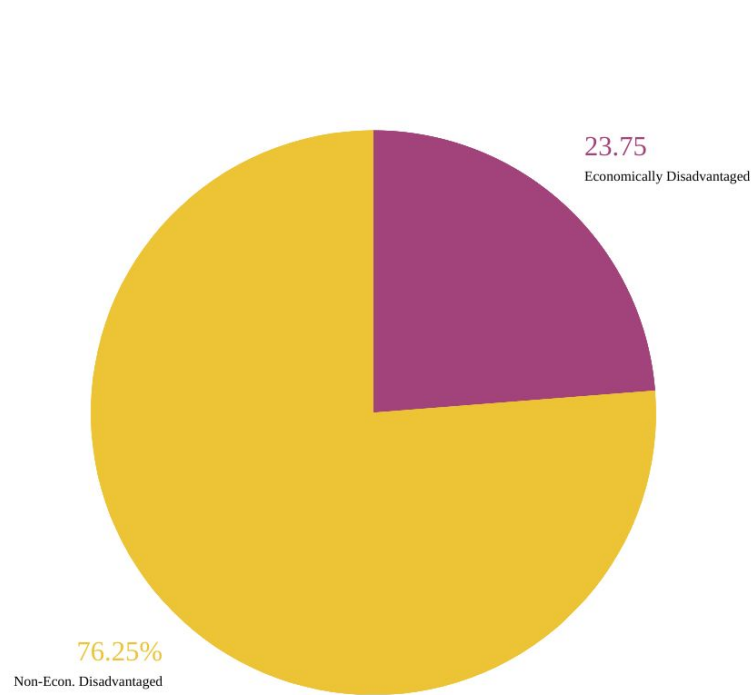


District Ethnicity

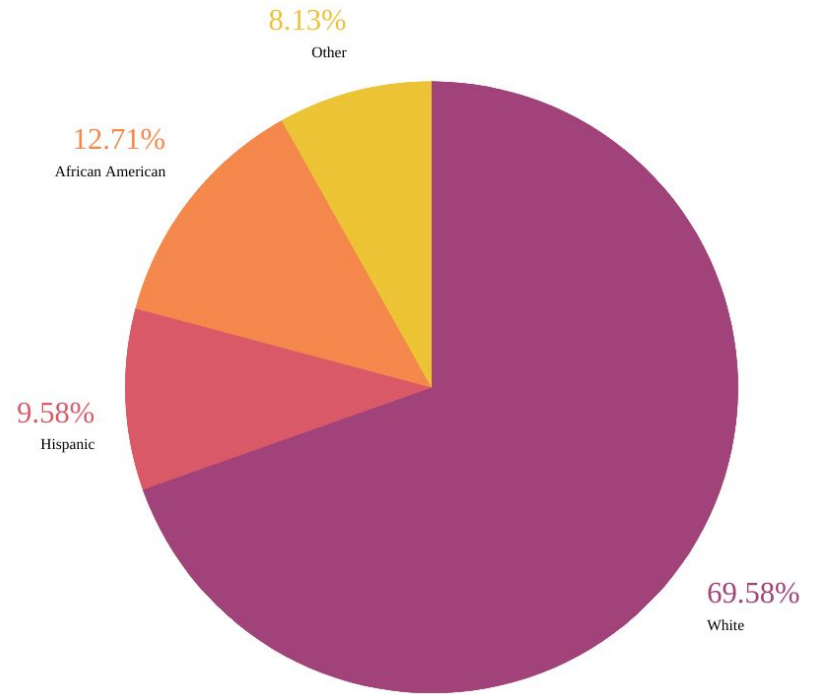


Demographic Data for School:

School Economically Disadvantaged

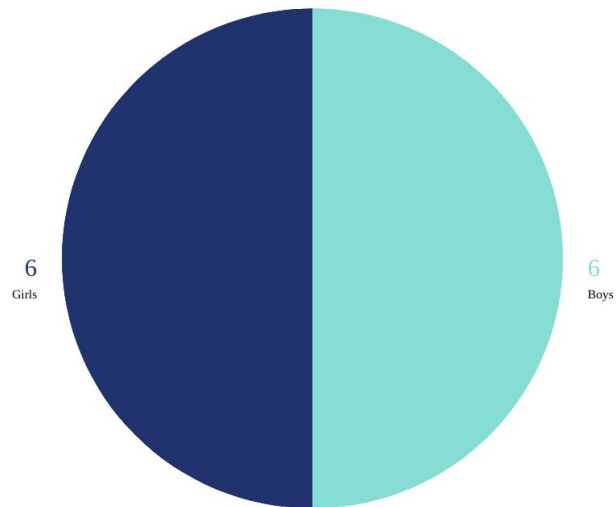


School Ethnicity

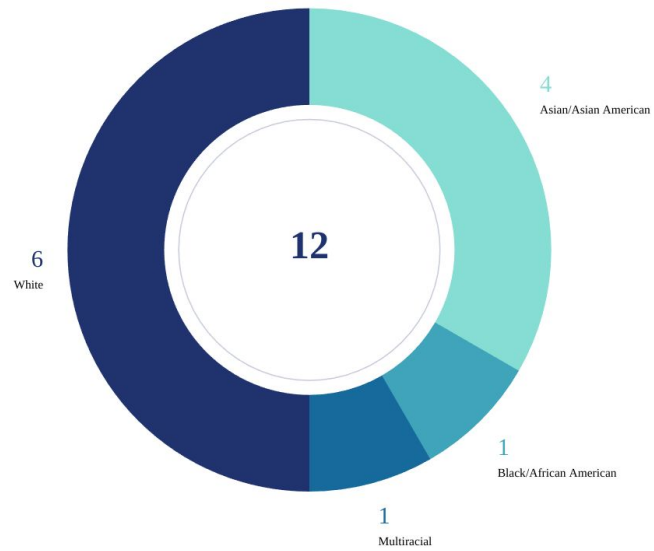


Demographic Data for Classroom:

Gender In The Classroom



Ethnicity In The Classroom



APPENDIX B Detailed Lesson Plans (2)

WSU TAP LESSON PLAN TEMPLATE

Wichita State University
 Teacher Apprentice Program

Student Selection/ Size: 12 Students	Grade Level: Kindergarten
Subject: Math	Lesson Topic: Geometry - Shapes
Lesson Length: 20 minutes	Lesson Schedule: Week 3 - Day B

LESSON PLAN LOGISTICS

KCCR Standard(s) Content Area #1	M.G.K.4: Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (eg., number of sides and vertices/"corners") and other attributes (e.g., having sides or equal length). M.G.K.3: Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
KCCR Standard(s) Content Area #2	SL.K.3: Ask and answer questions in order to seek help, get information or clarify something that is not understood.
Lesson Objective	The students will be able to use descriptive vocabulary relating to shape properties when shown an example of a shape with accuracy of relating one vocabulary word to a shape.

Assessment & Criteria	Students will be informally assessed during the lesson activity. Students' names and their knowledge of each shape name will be charted on a page to make sure students get a chance to show their understanding of the objectives until the end of the unit. Students will be evaluated on their responses or activity progress.
Content Vocabulary	Known: sides, corners, straight, long, same, different, flat, solid Unknown: cubes, cones, cylinders, spheres, squares, circles, triangles, rectangles, hexagons
Preparation for Lesson	Materials and Resources Required: iPad, AR codes on notecards, 2D or "flat" shape set, 3D or "solid" foam shapes large enough for students to hold, play food or play items that represent real-world items that are both 2 and 3D. Picture cards of shapes, large sorting circles or small hula hoops. Book: <i>Shapes, Shapes, Shapes</i> by Tana Hoban. Large print vocabulary cards. Technology/app: https://play.google.com/store/apps/details?id=com.Zakeya.D3ShapesAr&hl=en_US&gl=US AR codes printed on notecards and taped to the table so students can use AR camera on iPad and view shapes in 3D
Universal Design	Student T: Visually impaired - This student needs to be seated up close during circle discussion times, any visuals used must be clearly visible and in large format. Student T may need to look at visual examples off of an iPad if photos are unclear or too small. Vocabulary cards need to be in large print. An assortment of large shapes both 2D and 3D must be provided for student T.

INSTRUCTIONAL SEQUENCE

Model of instruction: Teacher directed instruction (I do, you do, we do method)

Background knowledge	Students have been exploring a variety of shapes and have been exposed to different shapes throughout the classroom and centers prior to this lesson. Students are already able to pick up a shape and describe the way it looks by using the words: sides, corners, straight, long, same, different, flat, solid.
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<p>Beginning (Engage)</p>	<p>ELF (Engage Learner Focus) - scatter picture cards relating to real life items that students may see in their everyday environment. Ask students to select a picture card and try to match that picture card with a shape they see. Perform the following example:</p> <ul style="list-style-type: none"> pick up a card with a Yield sign on it, pick up a 2D shape that is a triangle and show students that the two shapes match. Allow students to try the quick matching activity. <p>Relevancy - "Learning about shapes is important because knowing the names of shapes will help us become aware of all the different kinds of shapes are around us everyday."</p>
<p>Middle (Explain/Explore)</p>	<p>Place all tangible items aside from picture cards into a basket and sorting circles with the shape vocabulary names on top of each sort circle.</p> <p>1. I DO - draw an item from the basket, identify the shape by describing properties that relate to the shape, pause before giving the name of the shape, then place the shape under the sorting circle with the corresponding vocabulary card that matches the shape. Say the shape name out loud sorting it in the correct place based on what properties it has.</p> <p>a. (Draw a circle) "Hmm...this shape has no edges or corners..." (trace the outside of the circle making large dramatic circle motions with arm) which one of these sorting dots has shapes that look just like this one? (students will point to pile of circles) "Yes! this shape is called a CIRCLE" (sort the circle into the pile with other circles)</p> <p>2. WE DO - Students will repeat the example coming up one and holding up each shape they draw for all students to see. Teacher will observe as student and peers try to get all the shapes sorted from the basket.</p>
<p>End (Extend/Evaluate)</p>	<p>1. YOU DO - Students will be dismissed to a station where they will do the same activity independently using the different objects at each table around the room. Each table will have sorting circles, vocabulary cards, and similar items varying in each basket. Every station will vary, As students visit each station and sort a few objects, the formative assessment will be completed and their progress will be noted on each chart as students begin sorting.</p>
<p>Next Lesson</p>	<p>Students will build on info by comparing 3D shapes and understanding the difference between "flat" 2D shapes and "solid" 3D shapes. Throughout the unit, students will be encouraged to look for basic shapes in their daily environment and should be able to differentiate between 2D and 3D shapes.</p>

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Student Selection/ Size: 12 Students	Grade Level: Kindergarten
Subject: Math	Lesson Topic: Geometry - Shapes
Lesson Length: 20 minutes	Lesson Schedule: Week 3 - Day C

LESSON PLAN LOGISTICS

KCCR Standard(s) Content Area #1	M.G.K.2: Correctly name shapes regardless of their orientations or overall size. M.G.K.3: Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
KCCR Standard(s) Content Area #2	L.K.5a: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
Lesson Objective	The students will be able to correctly name shapes both two and three dimensional with accuracy of six out of nine shapes.
Assessment & Criteria	Students will be informally assessed during the lesson activity. Students' names and their knowledge of each shape name will be charted on a page to make sure students get a chance to show their understanding of the objectives until the end of the unit. Students will be evaluated on their responses or activity progress.
Content Vocabulary	Known: sides, corners, straight, long, same, different, flat, solid Unknown: cubes, cones, cylinders, spheres, squares, circles, triangles, rectangles, hexagons

Preparation for Lesson	<p>Materials and Resources Required: iPad, AR codes on notecards, 2D or “flat” shape set, 3D or “solid” foam shapes large enough for students to hold, play food or play items that represent real-world items that are both 2 and 3D. Picture cards of shapes, large sorting circles or small hula hoops. Book: <i>Shapes, Shapes, Shapes</i> by Tana Hoban. Large print vocabulary cards.</p> <p>Technology/app: https://play.google.com/store/apps/details?id=com.Zakeya.D3ShapesAr&hl=en_US&gl=US</p> <p>AR codes printed on notecards and taped to the table so students can use AR camera on iPad and view shapes in 3D</p>
Universal Design	<p>Student T: Visually impaired - This student needs to be seated up close during circle discussion times, any visuals used must be clearly visible and in large format. Student T may need to look at visual examples off of an iPad if photos are unclear or too small. Vocabulary cards need to be in large print. An assortment of large shapes both 2D and 3D must be provided for student T.</p>

INSTRUCTIONAL SEQUENCE	
Model of instruction: Teacher directed instruction (I do, you do, we do method)	
Background knowledge	<p>In the prior lesson students have had a chance to sort shapes based on their known properties and have been exposed to shape names. Students are able to describe shapes on the properties they have and can recognize shapes that can be grouped or sorted together.</p>
Beginning (Engage)	<p>ELF (Engage Learner Focus) -a QR code will be placed at the middle of the carpet and students will use their iPads to scan the code and use the AR camera to view a 3D shape on their screen. Encourage students to move the shape around and look at it closely (sphere) and ask how it may be different from a 2D flat circle (give each student a flat foam circle to compare. Open this discussion for students and repeat with switching out the QR codes so students can view additional AR shapes.</p> <ul style="list-style-type: none"> • “There are many shapes in our environment. Some are “flat” or 2D shapes, and some are 3D or “solid” shapes.”

<p>Middle (Explain/Explore)</p>	<p>Remind students of the activity they did yesterday with sorting shapes. This time, place two large hula hoops on opposite ends of the carpet with label cards of "2-Dimensional" and "3-Dimensional" shapes.</p> <ol style="list-style-type: none"> 1. I DO - draw an item from the basket, identify the shape by saying its name. Ask out loud, "is this shape "flat" or "2-dimensional" or is it "solid" or "3-dimensional"? Pause before answering, and place the shape in the correct sorting circle. 2. WE DO - Students will repeat the example coming up one and holding up each shape they draw for all students to see. Teacher will observe as students grab objects and begin to sort. When a picture card is drawn, make sure to ask students if they have seen the specific object before so they can relate it to what it looks like in real-life instead of just a photograph.
<p>End (Extend/Evaluate)</p>	<ol style="list-style-type: none"> 1. YOU DO - Students will be assigned a set of shapes on their iPad, The sorting circle will be projected on the board and as a collaborative yet independent activity, students will have to sort the shapes by dragging them in the correct circles. When all students have completed their sort, the projector will be turned on so all students can view the shapes they have sorted. <p>Student shapes on the iPad must include a variety of all 2D flat shapes and all 3D solid shapes. If students struggle with the shape, they can pinch and drag the shape to see it's form and determine if it is 2D or 3D.</p>
<p>Next Lesson</p>	<p>Students will take the information they have learned and create a project in which they will make a sculpture that is made up of 2D and 3D shapes. In collaboration with the art teacher, students will display these sculptures and will have additional time to work on them during Art Specials time. Students will be assessed on the shapes they use and how well they can present their sculpture using the shape names they learned.</p>

APPENDIX C Assessments and Rubrics

Rubric	Students:												
	Student:	FB	RM	KL	AD	CS	DC	PL	VR	ER	YE	NA	TB(focus student)
Participation	/1	/1	/1	/1	/1	/1	/1	/1	/1	/1	/1	/1	/1
2D Shape recognition <input type="checkbox"/> Circle <input type="checkbox"/> Square <input type="checkbox"/> Triangle <input type="checkbox"/> Rectangle	/4	/4	/4	/4	/4	/4	/4	/4	/4	/4	/4	/4	/4
3D Shape recognition <input type="checkbox"/> Cube <input type="checkbox"/> Cone <input type="checkbox"/> Cylinder <input type="checkbox"/> Sphere	/4	/4	/4	/4	/4	/4	/4	/4	/4	/4	/4	/4	/4
2D Shape matching	/4	/4	/4	/4	/4	/4	/4	/4	/4	/4	/4	/4	/4
3D Shape matching	/4	/4	/4	/4	/4	/4	/4	/4	/4	/4	/4	/4	/4

Which one of these pictures looks similar to this shape? (circle.jpeg)

- A. credit card.jpeg
- B. disco ball.jpeg
- C. bologna slice.jpeg
- D. cheese slice.jpeg

Which one of these pictures looks similar to this shape? (sphere.jpeg)

- A. party hat.jpeg
- B. coaster.jpeg
- C. basketball.jpeg
- D. stop sign.jpeg

Which one of these pictures looks similar to this shape? (cone.jpeg)

- A. traffic cone.jpeg
- B. soup can.jpeg
- C. Table.jpeg
- D. ice cube.jpeg

Which one of these pictures looks similar to this shape? (triangle.jpeg)

- A. cup.jpeg

Wichita State University

Kahoot Pre-Test

- B. Ice cream cone.jpeg
- C. Pizza slice.jpeg
- D. box.jpeg

Which one of these pictures is a TRIANGLE?

- A. Yield sign.jpeg
- B. bread slice.jpeg
- C. tire.jpeg
- D. candle.jpeg

Which one of these pictures is a CIRCLE?

- A. watermelon slice.jpeg
- B. soccer ball.jpeg
- C. orange slice.jpeg
- D. Rubix cube.jpeg

Which one of these pictures is a SQUARE?

- A. clothes hanger.jpeg
- B. playing card.jpeg
- C. window.jpeg
- D. door.jpeg

Which one of these pictures is a RECTANGLE?

- A. party hat.jpeg

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- B. Dorito chip.jpeg
- C. domino.jpeg
- D. milk carton.jpeg

Which one of these pictures is a CUBE?

- A. party hat.jpeg
- B. drum.jpeg
- C. die.jpeg
- D. paddle.jpeg

Which one of these pictures is a CONE?

- A. party hat.jpeg
- B. Triangle instrument.jpeg
- C. paper towel tube.jpeg
- D. box.jpeg

Which one of these pictures is a CYLINDER?

- A. party hat.jpeg
- B. block.jpeg
- C. pot.jpeg
- D. propane tank.jpeg

Which one of these pictures is a SPHERE?

- A. party hat.jpeg
- B. Marble.jpeg
- C. Jelly jar.jpeg
- D. ring.jpeg

Student:	Pre-Test	Post-Test
FB	10/12	12/12
RM	3/12	6/12
KL	2/12	11/12
AD	4/12	12/12
CS	4/12	10/12
DC	6/12	9/12
PL	5/12	9/12
VR	6/12	12/12
ER	8/12	12/12
YE	1/12	4/12
NA	1/12	5/12
TB (focus student)	2/12	9/12

Points scored

