

Teacher Candidate Work Sample

Student Teaching Fall 2010

December 1, 2010

TCWS Process	Rubric Dimension 1	Rubric Dimension 2	Rubric Dimension 3	Rubric Dimension 4	Rubric Dimension 5	Rubric Dimension 6	Rubric Dimension 7	Rubric Dimension 8	Score
IV. Design for Instruction	Use of Pre-Assessment Data (RIPTS 8) <u>6</u>	Unit Visual Organizer (RIPTS 2) <u>6</u>	Lesson Plans (RIPTS 2) <u>6</u>	Alignment with Learning Goals and Unit Objectives (RIPTS 2) <u>6</u>	Classroom Climate (RIPTS 6) <u>6</u>	Use of Technology (RIPTS 2) <u>6</u>	Organization, readability, spelling, and grammar (RIPTS 9) <u>6</u>		6.00/6 42/42
V. Instructional Decision-Making	Rethinking Your Plans for a Group of Students (RIPTS 3) <u>6</u>	Revisions for a Group of Students Based on Analysis of Student Learning (RIPTS 4) <u>6</u>	Explanation of the Modifications Made for a Group of Students (re: Learning Goals & Unit Objectives) (RIPTS 4) <u>6</u>	Rethinking Your Plans for an Individual Student (RIPTS 3) <u>6</u>	Revisions for an Individual Student Based on Analysis of Student Learning (RIPTS 4) <u>6</u>	Explanation of the Revisions Made for an Individual Student (re: Learning Goals & Unit Objectives) (RIPTS 4) <u>6</u>	Organization, readability, spelling, and grammar (RIPTS 8) <u>6</u>		6.00/6 42/42
VI. Analysis of Student Learning	Alignment with Selected Unit Objectives (RIPTS 9) <u>6</u>	Clarity and Accuracy of Presentation of Graphs (RIPTS 9) <u>6</u>	Interpretation of Data (RIPTS 5) <u>6</u>	Evidence of Impact on Student Learning (RIPTS 9) <u>6</u>	Insights on Effective Instruction and Assessment (RIPTS 10) <u>6</u>	Self Evaluation and Implications for Future Teaching (RIPTS 10) <u>6</u>	Organization, readability, spelling, and grammar (RIPTS 8) <u>6</u>		6.00/6 42/42
VII. Candidate Reflection on Student Teaching Experience	Description of Incidents (RIPTS 10) <u>5</u>	Description of effect on Student Teaching experience (RIPTS 10) <u>6</u>	Description of self learning (RIPTS 10) <u>6</u>	Plans for Professional Development (RIPTS 10) <u>5</u>	Organization, readability, spelling, and grammar (RIPTS 8) <u>6</u>				5.60/6 28/30

Requirements for "passing" the TCWS: a) Candidate's average score for each process must be equal or greater to 3 out of 6; b) Candidate does not receive any scores of "1" on any rubric dimension; c) Candidate is allowed no more than one revision for each process.

280/282

Indicate your final evaluation for the candidate's TCWS:

Fail

Pass: Acceptable

Pass: Target

(Total score of 0-140 points or the candidate received a score of "1" on at least one rubric dimension or more than one revision of a TCWS process)

(Total score of 141-234 points; no scores of "1" on any rubric dimensions; no more than one revision per process)

(Total score of 235-282 points; no scores of "1" on any rubric dimensions; no more than one revision per process)

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"The Henry Barnard School is an integral part of the Feinstein School of Education and Human Development. The primary purpose of the Henry Barnard School is to provide an excellent educational opportunity for future teachers and elementary students. As a laboratory school, the Henry Barnard School encourages innovative education, curriculum development, educational research, and strives to share these ideas with the educational community.

The goal of the Henry Barnard School experiences is to empower future teachers and elementary students with the ability and desire to pursue lifelong learning, to enjoy the satisfaction that accompanies learning, and a readiness to participate in their world community. As preparation for involvement in the world community, the Henry Barnard School's student enrollment, curriculum, and faculty recruitment all celebrate cultural diversity. These experiences will become the foundation for the learners to be intelligent and responsible individuals in a democratic and diverse society. " -HB Mission Statement

Henry Barnard Elementary School is located on the campus of Rhode Island College in Providence, and is continuing to be carried by their fabulous reputation and/or the word of mouth. Henry Barnard consists of fifteen classrooms including two preschools, three kindergarten, and two classes each from grades one through five. The kindergarten classrooms provide the most space for the children because of the size of their bodies and the importance of moving around safely. The preschool classrooms are the next largest in size to provide just enough space for the teachers to keep an eye on their students and for their curious minds to explore new things. The other ten classrooms are average in size to help provide the best learning environment for their students.

The school population is based on a first come first serve basis creating a waiting list for the school. Some students are part of a Providence Barnard Plan to help encourage minorities in the school. This plan sends ten kindergarten children each year to be apart of this wonderful school. These students must reside in Providence and taxpayers pay for one third of their tuition, where as the other two thirds of the tuition is responsible by the parents. If any family is qualified, they can get the two thirds of the tuition waived. Last year, with help from this plan, there was a 28% minority involvement, where this year it will be about a 30% involvement. However, half the schools population is culturally diverse. Two thirds of the children are from Providence, with the remaining one third from all over the state. Because of the difficulty of being accepted into Henry Barnard, they have created a lottery where there will be one lucky child from kindergarten only that will have the

ability to offend, and by lottery they mean just that, no bribes or special circumstances that will make them go ahead of anyone else

Henry Barnard is a wonderful elementary school, however it does not have much help for children with special needs. They do have an employed speech interventionist to provide extra support to children that are struggling and to provide them with extra encouragement they will need. The speech interventionist does not only work with children that may be struggling, but also gifted students. Providence will send other help if needed. ELL students are involved in an emergent curriculum, because of Henry Barnard's belief that children will learn from doing and listening to the other students around them. If they see a child is struggling they will receive help from the interventionist, but there is no language specialist on staff. They look at the children as individuals and meet their needs. There are four Spanish-speaking faculty members if needed for translation.

Lesson plans are not checked at Henry Barnard, because of the faith in their teachers, but also that they are professionals and they should be able to teach in their own way because that is the way that they will be most successful. If teachers are forced into teaching a way they do not know, or understand, or even don't like they will not enjoy their job and the children will know this causing confusion amongst them or even their dislike of school. All the principals ask is to just be concerned about the children's safety. This method seems to be working as we can see through the proficiency levels. The students take the NECAPs and do very well, for example: fifth grade last year was 94% in Reading, 58% in Writing, and 90% in Math, 10% of the school tests title one.

Lastly, parent involvement is encouraged, but not required. There are certain days and events the parents can volunteer, such as: pizza night, book fairs, field trips, reading days, etc. One way many of the parents help out with the school is their ability to donate their time in creating wonderful artifacts for all the children to see and enjoy at Henry Barnard when they walk through or play on the playground, such as: building play sheds, paintings, quilts, gardening, etc. The children love to see these things to know that one of their friends' parents made or helped creating these, or even their own parents.

Mrs. Ripstein's kindergarten class has a very open floor plan as to allow the children a safe environment to play in. Her walls are not filled with flashy artworks, colors, or bulletin boards to make sure the children stay focused on what is to be expected of them. Within in this classroom there are many different centers. The art center is located in the back of the room near the back door to the playground. This center is supplied

with glue, paper, scissors, markers, crayons, and some odds and ends such as: straws, sequins, pipe cleaners, feathers, and so on. Having an art center full of unique materials allows the children's minds to run wild with their own ideas. The block area is filled with large wooden blocks to allow children to build structures to explore why their buildings fell and what they should do to prevent this from happening again. Dramatic play is a very popular center filled with costumes and props for the children to enhance their social skills with their friends. The math center is full of pattern blocks and games to help foster their one-to-one correspondence, number sense, patterning, and the knowledge of shapes. The writing center is stocked up on paper, envelopes, markers, pencils, and alphabet stamps so the students can continue creating words and get used to putting the sounds of the letters together to put their thoughts to paper. Lastly, the reading center is in a cozy spot in the corner of the room with a various selection of books to attract all types of readers, including books on CD.

There is a place in front of the classroom called the "meeting area" where all the children sit in their assigned spot on a large rug located in the middle. It is in this spot the children go through their morning jobs of the calendar, how many days they've been in school and how many left, the weather, the attendance, the question of the day, their daily schedule, and their center jobs. Most importantly the children start off their day by participating in a song to get them excited for their day. The rules are pasted on an 8.5" x 11" piece of paper hung up on the board located directly in front of them when in the meeting area. They are clearly typed with a small picture to go along with five rules of the classroom; eyes watching, ears listening, mouth closed, hands by your side, and bodies still. The children have an assigned center group where each day they have a structured center, and once they complete their task they are allowed to play on the rug, eat snack, or read a book until everyone is done. Once everyone is done with their job they are allowed to have free play until they hear the chiming of bells, and then they know it is time to clean up.

Fourteen students, seven boys and seven girls make up Mrs. Ripsfein's kindergarten class. Two students are Jewish, two African American, and one Spanish speaking child. Most of the children in Mrs. Ripstein's class are not yet six and will not turn six until April or late in the school year. They are a very young class for kindergarten and it shows in some of the students. The majority of the students are where they should be developmentally and are going to breeze through kindergarten, there is however three students that require further assistance and may struggle. One boy is very bright and has a fourth grade reading level, but has

problems socializing with other students, fine motor activities, and following or keeping up with what is happening around him, such as instructions for a certain activity. Another boy is, perhaps the one that will struggle the most and he is the oldest in the class and will be turning six this month. He does not know his letters, not even in his name, his numbers, he has a hard time understanding what is being said for him to be doing, and he is constantly tired causing him to act out in class. He spent a month in Guatemala where he spoke only Spanish, so he is still mixing up the language at school and will constantly respond to teachers in Spanish. He also has no prior schooling and only plays video games at home; games that are very old for his age. Lastly there is a little girl who is a very young kindergarten and will be turning six next June. She speaks like a baby, where it is very difficult to understand her and also causing the other students to ignore her or criticize her. She amazed us with her knowledge of all the letters of the alphabet and their sounds, but when she is being spoken to she has no comprehension of what we are telling her. She stares at us with a blank face and just repeats what we say. We have tried saying this to her in multiple different ways and no matter how we say something she has no idea. She needs to be shown or you need to move her body for her while you say something so she knows what you want her to do. She has never been to a preschool before and at home her mom speaks English and her father only speaks Spanish, so the language at home may be a factor in her own language, but even when things are said to her in Spanish she has no idea what you are saying. Half of the class attended preschool at Henry Barnard, five attended a preschool elsewhere, and two have not attended any other forms of schooling. Only one boy has an allergy in the class. Unfortunately, because of this allergy his parents cater to him, doing everything for him. He comes to school expecting the same treatment, but throws temper tantrums when he is told to do things for himself, and struggles to ask using "please." The whole class is an interesting bunch and is quite a handful. But even after a few weeks I understand the students and what they know and don't know. Knowing each student's needs help to plan lessons that will be successful to all the students as a whole and not just some. We also need to know where and what we need to expand on for some children so they will be able to go into the next grade knowing everything that is required for them to know. In order to get all this information assessments also need to be done in order to formally have records of their knowledge or lack of in certain areas. The classroom needs to be full of proper material/manipulatives that meet the age group of your children to help foster fine motor skills, social skills, and cognitive skills. All these contextual characteristics help teachers to be the best they can be and to be the most successful to their own students.

Part I: Learning Goals

Learning Goals:

- Enhance the children's early reading and writing skills
- Expand the children's ability to answer questions through observations with the use of hermit crabs
- Strengthen the children's ability to pay attention to details

Part II: Unit Objectives

	Related Content Standards	Domain/Level/Classification/Other
Objective 1: Students will generate a list of things they know, wonder, and learn about hermit crabs.	RI Early Learning Standards Science: Scientific Knowledge	Blooms Taxonomy/Cognitive Domain/Knowledge
Objective 2: Students will answer questions about hermit crabs through observations.	RI Early Learning Standards Science: Scientific Knowledge	Blooms Taxonomy/Cognitive Domain/Analysis
Objective 3: Students will draw and write in their hermit crab journals on what they observed.	RI Early Learning Standards Literacy: Early Writings, Early Reading Phonemic and Phonological Awareness	Blooms Taxonomy/Cognitive Domain/Comprehension
Objective 4: Students will investigate and answer questions they asked and wanted to know.	RI Early Learning Standards Approaches to Learn: Curiosity	Blooms Taxonomy/Cognitive Domain/Knowledge
Objective 5: Students will each write three things they learned about hermit crabs	RI Early Learning Standards Science: Scientific Knowledge	Blooms Taxonomy/Cognitive Domain/Knowledge

Part III: Rationale / Purpose

When first meeting my students I was quick to see how much the children loved science and explorations. I decided to create a science/literacy unit based on hermit crabs to ensure each child's interest. Their curiosity would continue throughout the whole unit making the learning fun resulting in a successful unit.

The introductory lesson will consist of reading aloud a story, a time for observation to create a list of what they notice, and then a list of questions on what they wonder about hermit crabs. By using the "wonder" list I will create other centers based off of these questions for the children to answer using their sense of sight. Many young children don't pay attention to details so with this unit they are forced to pay attention to many details and include them in their pictures. It is also important for young children to learn that writings carry meaning and to prepare them with the all the knowledge of early writing. While the children are writing in their hermit crab journals they are focusing on phonemic and phonological writing to help them become more successful learner now and in the future.

This unit not only focuses on literacy, but also science. The children will be taking part in observations learning about hermit crabs and their environment. The children will be learning terms like observation and habitat and learning a variety of general information about hermit crabs. This unit is filled with age appropriate lessons causing the children to engage in each lesson and learn successfully.

Assessments	Objectives Addressed	Rationale for Assessment Choice	Adaptations
1) <u>Pre-Assessment</u> "Know" and "Wonder" Discussion Chart	#1 and #4	I wanted to see what the student already knew about hermit crabs and what they wanted to know to help me put together lessons that interested them and to help answer their questions.	Helped to determine questions to focus on for the children to observe and answer.
2) <u>Informal Assessment</u> <u>Checklists</u>	#2 and #3	Checklists are informal assessments that help me to keep track if the children are successfully meeting the standards for such an early age.	A few students needed one-on-one help to stay focused on what they needed to complete and could not meet the objectives independently.
3) <u>Post-Assessment</u> List 3 Things Independently in Journals	#5	I wanted to know what each child learned and if they were able to write three things they learned.	I was able to see what and who could retain the material taught.
Class Discussion "Learned" List	#1	A group discussion helps spark ideas for others to see what else they learned where they might not have thought it at first. And it also helps reinforce what was taught once again.	Some things that were not written we contributed to the chart for other connections.

Being a kindergarten class it was appropriate to use a type of "KWL" chart to best help me create a successful unit to teach and interest the students. In stead of using "I Know," "I Want to Know," and "I Learned," we used, "I Notice," "I Wonder," and "I Learned." Together the class created an "I Notice" list of all the things they noticed about hermit crabs including the hermit crab itself or his habitat. Changing the words to "I Notice" helps to have the children really focus on the hermit crab and list every thing they see helping all the students to continue to be good observers. Once the children began repeating observations, we then made an "I Wonder" chart that would help me create lessons. The questions they asked would be used as lessons where the children would observe and answer their own questions.

During my unit I used an informal form of assessment, a checklist. A checklist was the best way to assess the kindergarteners for each question they answered during one of their center jobs. With the checklist I was able to keep track of what children were doing well, ones that struggles, or ones that had no idea what they were doing. The checklist also helped me see if they were able to create a picture but the words did not follow along with their illustration or vice-verso. For a more formal assessment for the post-assessment I had the children list three things they learned and used a checklist for me personally to see whether or not the children could retain the information that was observed and written about earlier.

I also used another informal assessment for the post-assessment, a class "I Learned" chart. What was really interesting to see was the fact that some of the things said to contribute to the list was not any child's individual lists. The ideas of the children sparked more knowledge from the others. This not only was a form of assessment, but also a reinforcement of what was observed and learned during my unit.

After only a couple weeks with my students I was able to see how much they enjoyed science. With this observation I created a hermit crab science unit. The children put together a chart of what they "knew" about hermit crabs and what they "wondered." Each question the children were required to answer was taken from the "Wonder" list. During this unit many great things would take place, but focusing on three main goals: (1) Enhance the children's early reading and writing skills, (2) Expand the children's ability to answer questions through observations, and (3) Strengthen the children's ability to pay attention to details. Each lesson/center was centered on one question the children were to answer. In order to answer these questions the children were required to carefully observe the hermit crabs or his habitat (depending on the question). The children not only had to write the answer to their question but also had to draw a picture of what they observed providing much detail in their pictures. Having the children do this enhances their early reading and writing skills. They are practicing their writing and providing illustrations to go along with their writing; it also shows them that all those letters string together to make words to create messages and has meaning. The only way to answer the given questions was for the children to observe what the hermit crab was or was not doing, how he looked, where he lived, what he likes, etc. The children began to see that they could discover the answer to their own questions by just watching and taking a closer look at

something. With the use of hermit crabs the children were engaged allowing the observing to be more successful. Lastly, I wanted the children to pay closer attention to details, because many times children (especially kindergarten) rush through their work to get it done so they can move onto something else and not miss anything. Making the children draw detailed pictures really helped to strengthen their ability to watch out for those little details. Many times the children also included details in their writing not only their drawings. Having the children pay closer attention to details make them become better observers leading to enhance critical thinking skills.

Learning environments can differ from one year to the next, what worked for a group of students one year might not work for another group of students the following year. For instance, I have lots of vibrant colors to help motivate me when other, such as my class, prefers less distractions and very subtle colors. The classroom is set up with very few things hanging on the walls, "dulled-down" bulletin boards, and instead of having plastic colorful manipulatives; the class is filled with natural products. When completing their center job, the children sit at a circular table to allow each child to equally see the hermit crab and his environment in order to observe and answer their question to the best of their ability.

During my unit, I will be using technology throughout. I first used a document camera to enlarge the hermit crabs and the view of inside their habitat on the projector screen so the children could better see the hermit crab and notice details that they might not all have seen just sitting in a large circle on the rug. Using the document camera also helped generate many more questions they had about hermit crabs and their environment. Secondly, the children were required to watch a video I found of a hermit crab drinking water online in order to answer the question, "How do hermit crabs drink?" Every child loved the movie and watched it a couple of times and each time they discovered something new, a new detail they didn't see before. Technology is an important factor of a lesson and can greatly enhance children's learning. If I didn't use the document camera the children may not have been able to notice certain details about the hermit crab and his home. The video was reliable to show exactly how a hermit crab drinks without relying on the hermit crab to hopefully drink. The video also zoomed in close to the hermit crab drinking so the children could really pay attention to those details.

Lesson	Standard	Objective
<p>Lesson #1 – Observations of hermit crabs and pre-assessment</p>	<p>RIELS: Scientific Knowledge – Children learn about the development of the natural and physical world. Use the tools and their senses to make observations, gather and record information and make prediction about what might happen. Collect, describe and learn to record information through discussion, drawings, and charts. Literacy: Early Writing – Children demonstrate an interest and ability to use symbols to represent words and ideas Begin to dictate ideas, sentences and stories Early Reading – Children demonstrate an interest in Phonemic and Phonological Awareness: Learning letters and the combination of letter sounds with letter symbols. Demonstrate growing awareness of the beginning sounds of words.</p>	<ol style="list-style-type: none"> 1. The students will use their sense of sight to notice things about Hermie and his environment by participating in our class "Notice Chart." 2. The students will enhance their early reading and writing skills by writing and drawing what they observed in their Hermie Journals. 3. The children will wonder and build questions about Hermie, the Hermit Crab and his habitat by generating a class list of questions.
<p>Lesson #2 – Why do hermit crabs need a shell on their back?</p>	<p>RIELS: Scientific Knowledge – Children learn about the development of the natural and physical world. Use the tools and their senses to make observations, gather and record information and make prediction about what might happen. Collect, describe and learn to record information through discussion, drawings, and charts. Literacy: Early Writing – Children demonstrate an interest and ability to use symbols to represent words and ideas Begin to dictate ideas, sentences and stories Early Reading – Children demonstrate an interest in Phonemic and Phonological Awareness: Learning letters and the combination of letter sounds with letter symbols. Demonstrate growing awareness of the beginning sounds of words.</p>	<ol style="list-style-type: none"> 1. The students will use their sense of sight to make conjectures of why Hermie needs a shell on his back. 2. The students will enhance their early reading and writing skills by writing and drawing what they observed in their Hermie Journals.
<p>Lesson #3 – How do hermit crabs walk?</p>	<p>RIELS: Scientific Knowledge – Children learn about the development of the natural and physical world. Use the tools and their senses to make observations, gather and record information and make prediction about what might happen. Collect, describe and learn to record information through discussion,</p>	<ol style="list-style-type: none"> 1. The students will use their sense of sight to make conjectures of how Hermie and Hitch walk. 2. The students will enhance their early reading and

	<p>drawings, and charts.</p> <p>Literacy: Early Writing – Children demonstrate an interest and ability to use symbols to represent words and ideas</p> <p> Begin to dictate ideas, sentences and stories</p> <p> Early Reading – Children demonstrate an interest in Phonemic and Phonological Awareness: Learning letters and the combination of letter sounds with letter symbols.</p> <p> Demonstrate growing awareness of the beginning sounds of words.</p>	<p>writing skills by writing and drawing what they observed in their Hermie Journals.</p>
<p>Lesson #4 – How do Hermit crabs drink?</p>	<p>RIELS:</p> <p>Scientific Knowledge – Children learn about the development of the natural and physical world.</p> <p> Use the tools and their senses to make observations, gather and record information and make prediction about what might happen.</p> <p> Collect, describe and learn to record information through discussion, drawings, and charts.</p> <p>Literacy: Early Writing – Children demonstrate an interest and ability to use symbols to represent words and ideas</p> <p> Begin to dictate ideas, sentences and stories</p> <p> Early Reading – Children demonstrate an interest in Phonemic and Phonological Awareness: Learning letters and the combination of letter sounds with letter symbols.</p> <p> Demonstrate growing awareness of the beginning sounds of words.</p>	<p>1. The students will use their sense of sight to watch a video and make conjectures of how Hermie and Hitch drink.</p> <p>2. The students will enhance their early reading and writing skills by writing and drawing what they observed in their Hermie Journals.</p>
<p>Lesson #5 – Describe Hermie and Hitch's environment.</p>	<p>RIELS:</p> <p>Scientific Knowledge – Children learn about the development of the natural and physical world.</p> <p> Use the tools and their senses to make observations, gather and record information and make prediction about what might happen.</p> <p> Collect, describe and learn to record information through discussion, drawings, and charts.</p> <p>Literacy: Early Writing – Children demonstrate an interest and ability to use symbols to represent words and ideas</p> <p> Begin to dictate ideas, sentences and stories</p> <p> Early Reading – Children demonstrate an interest in Phonemic and Phonological Awareness: Learning letters and the combination of letter sounds with letter symbols.</p> <p> Demonstrate growing awareness of the beginning sounds of words.</p>	<p>1. The students will use their sense of sight observe Hermie and Hitch's environment/habitat.</p> <p>2. The students will enhance their early reading and writing skills by writing and drawing what they observed in their Hermie Journals.</p>

Things don't always go the way you plan. When planning a unit you always try to think of everything, how the students will react, what they will say, what you will say, how the children will behave, what and how you want them to complete their jobs, and so much more questions continue to run through your head, that it is impossible to predict and answer everything. Keeping this in mind, it is safe to say that nothing ever goes the way you planned, so I, consequently, had to modify my original design of instruction.

When planning my first lesson I was planning on introducing the hermit crab with all the children sitting in a circle on the rug with the hermit crab still in his cage. Many children had trouble seeing the hermit crab so I decided to take him out on the rug for the children to get a closer look. Although the children could see Hermie, the hermit crab, much better now, there were still some details that the children were missing because of the dark rug, the size of Hermie, and the large area of space between each child and Hermie. As the children went off to their individual center jobs, I had to rethink my plan when it was time to create our "I Notice" and "I Wonder" chart. One of my unit goals was to "strengthen the children's ability to pay attention to details" and I needed to come up with an idea that would begin to strengthen their ability to notice details. In order for the children to see fine details I would put Hermie under the document camera to allow a much clearer and larger

view. Each child's face lit up with excitement as they saw the hermit crab walk, a closer view of his legs, shell, head, eyes, and I even flipped him on his back so they were able to see how he sits in his shell and what it looks like. Using the document camera turned out to be a much better idea for my first lesson and really helped to excite the students to what was to come.

No matter how hard you think you can never fully anticipate how your student will act or if they will understand what you are trying to get across. In cases like this you may need to modify your plan that will help the student succeed. For instance, in my original plan I wanted the children to draw their pictures first adding lots of details before they wrote their words. I've found that having the children draw their pictures first caused them to put lots of details into their pictures and helped them to put words on their papers that follow their illustration and the question. One of my students is obsessed with words and is reading at a fourth grade level. In order for him to focus on the topic at hand he needed to write his words first and then provide the illustration that matched up to what he answered of the question. Because I allowed this child complete his words first it allowed him to meet the expectations that was required of him and only made him be a successful student.

Being a teacher is about being flexible and understanding that you can't always follow your plans exactly as you wanted them. Making sure you meet the needs of your students is the most important thing to guarantee that your students will meet your main goals and objectives of the unit that is being taught. In order to do this you may need to change displays, how a student completes their work, or even a full lesson. There may be some students that are focused on one part of something and you may be able to take that and "run with it" to create a wonderful lesson to all students not just the one. My fourth lesson I originally planned on having the children answer the question "What do hermit crabs eat?" but was changed to "How do hermit crabs drink?" The children were so interested with Hermie's "big claws" and thought they were only used for protection. I decided to take what they were interested in and change my lesson to show them that their "big claws" were also used for drinking. I found this great video online of a hermit crab drinking close up that the children watched and were able to see clearly that they used their "big claws" for drinking as well. They were all so amazed that Hermie also used his "big claws" for drinking and as they conjectured he used them to eat his food as well. I took what the children were interested in and modified my lesson to still meet my unit goals, but also keep my student's interest. Learning is meant to be fun and especially at the kindergarten age. It is very important as kindergarten teachers that we show this to them

because it is us who lay the foundation for the house of knowledge that is to be built year after year.

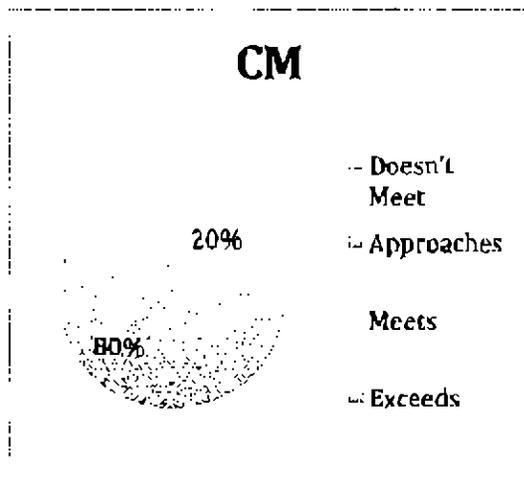
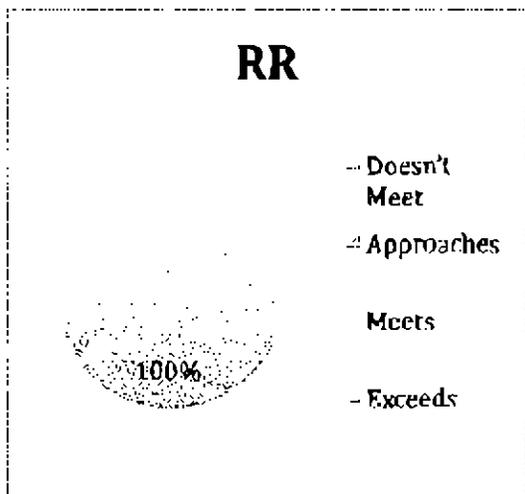
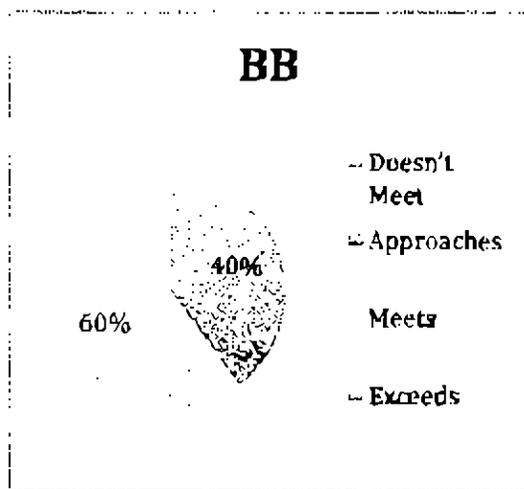
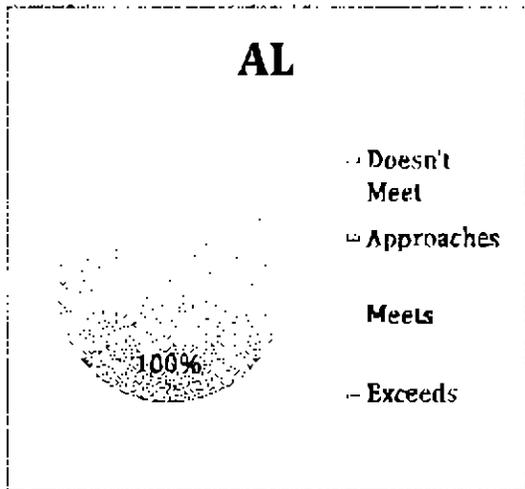
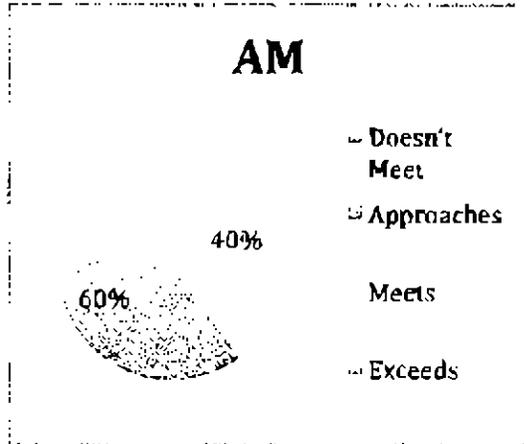
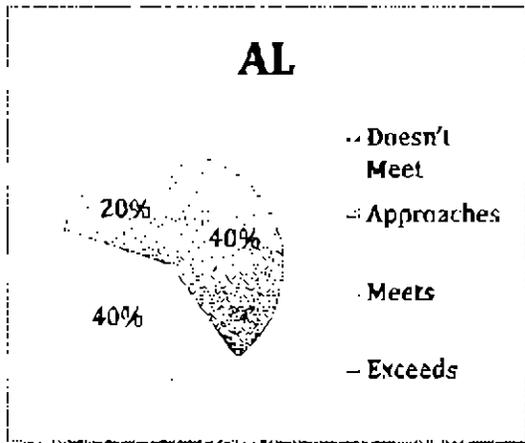
Looking at each child's individual, graph I am pleased to see that most of them at least met the standard or they were at the very least approaching the standard. When I began my unit I could tell you who I thought would fall into which category, so I wasn't so shocked when I say the results. The children that are approaching the standard are ones that need more one-on-one help to help reinforce detail and not to rush, many of them feel the need to hurry up and finish so they can move onto the next thing. As for the post assessment (objective 5) I was amazed to see that exactly a third of the class didn't meet the standard, a third of the class met the standards, and a third of the class exceeded the standard. In saying this there was two-thirds of the class that had met everything they needed to and some even more.

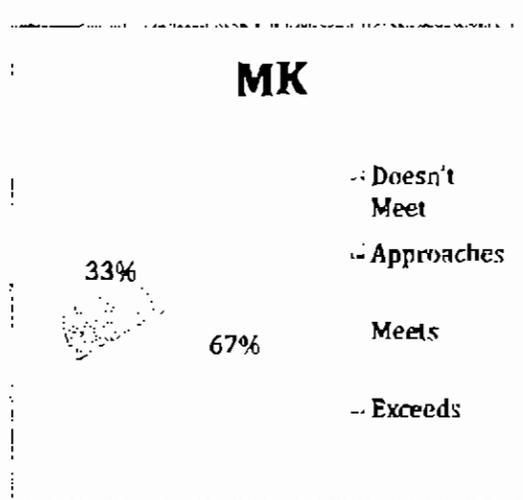
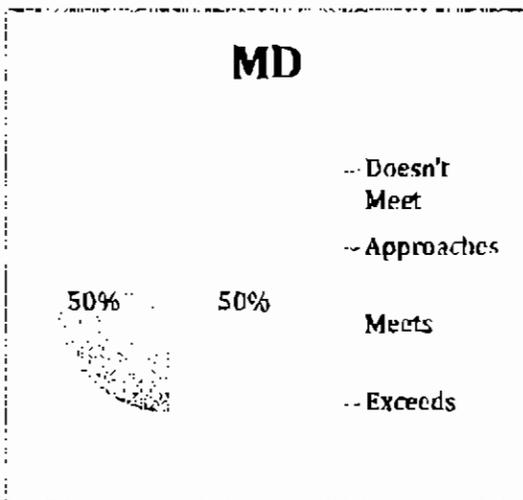
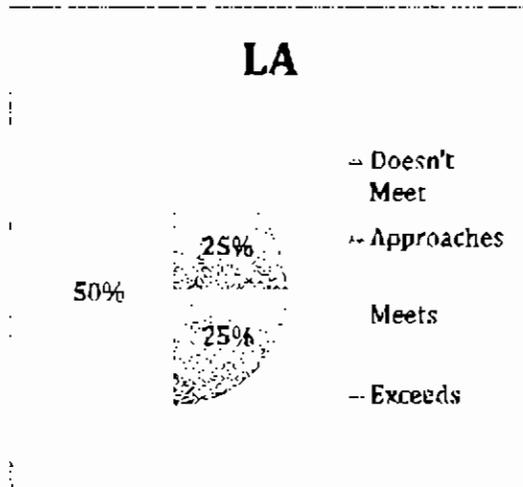
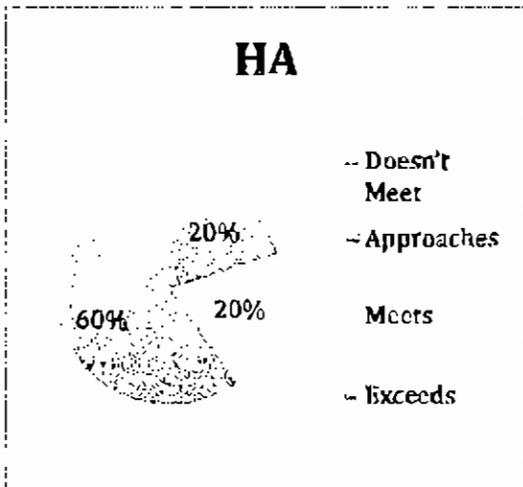
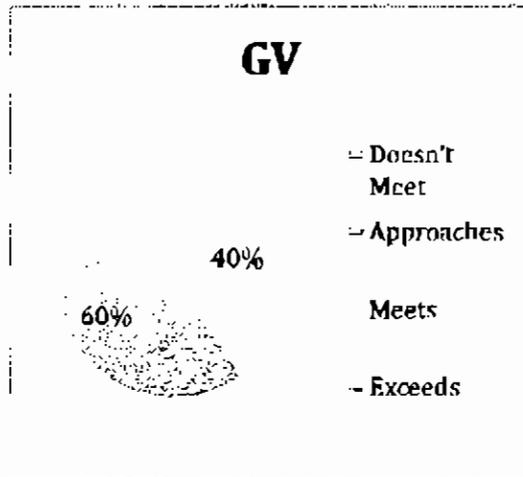
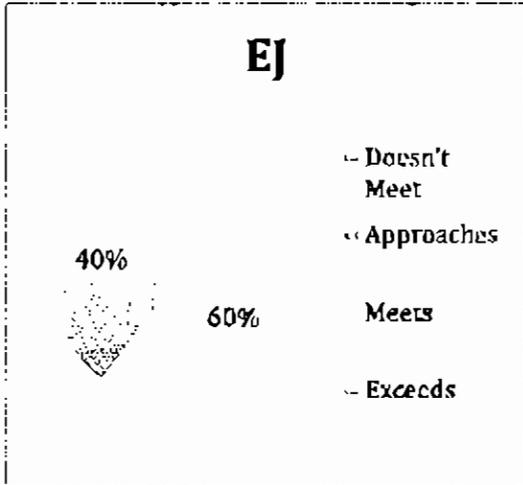
I decided to form a subgroup with the characteristic of gender. When I thought about it, I predicted that the boys perform just as well as the girls in my class and always consider them to be equal. I wanted to see if my logic was correct so when I analyzed my charts for objectives #2 I saw that both genders performed just about equally (some results were missing because of absences). When I analyzed the chart for objects #5 I was even more shocked at how close the results were. The numbers were only off by one but were also opposite with the girls have a greater number exceeding.

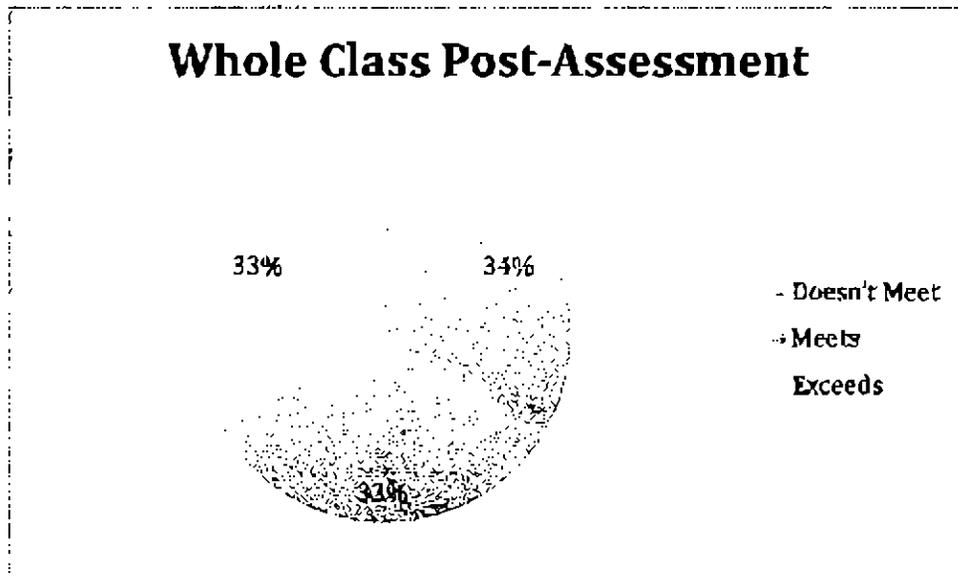
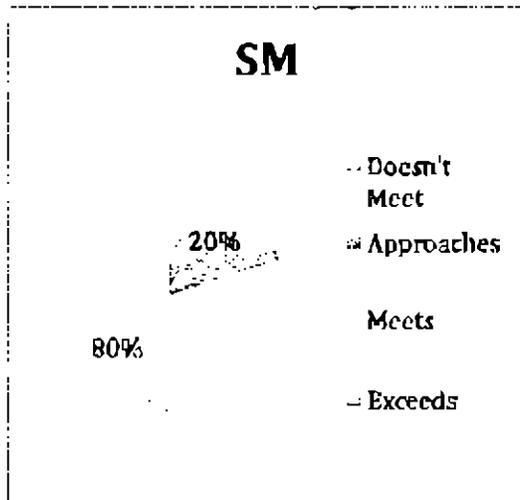
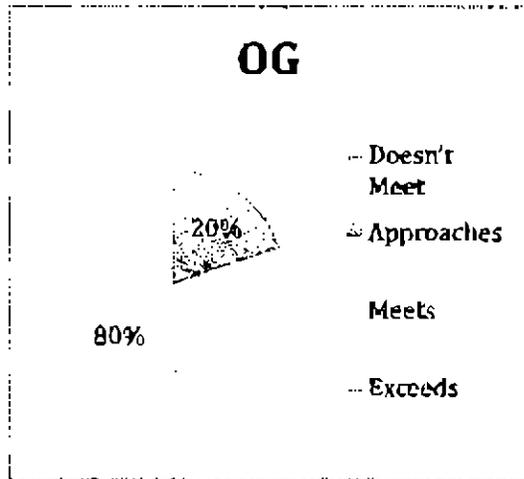
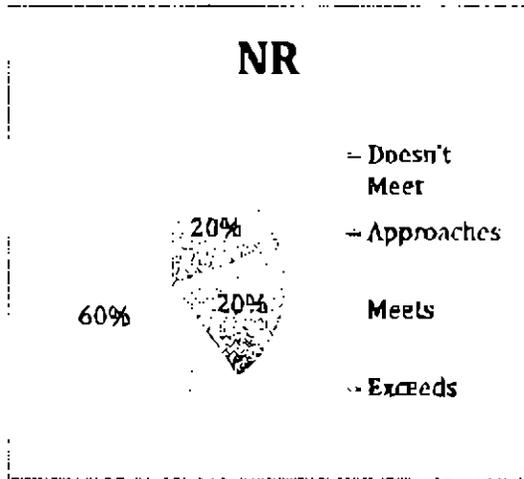
GV is a very smart and mature kindergarten boy who performs at a much higher level than NR. GV puts much thought into his writing and illustrations and usually spends a great deal of time on his work. When you look at his charts you can see that 60% of his work exceeded the expectations and the other 40% met the expectations. I expected nothing less from GV. NR is an adorable very young kindergarten girl who struggles with language and has a difficult time understanding what is being said to her and what is expected of her. Her father speaks Spanish while her mother speaks English and Spanish causing much confusion with NR. However, NR is academically where she should be: she knows all her letters and their sounds, but has trouble working independently to complete her job. You could tell her the directions 5 times and she still will go off and draw and write about something else. She requires a lot of attention and one-on-one guidance to help her complete her work successfully, which is why she didn't meet the standard on her post assessment.

When I look back at my unit objectives I see that my students were able to meet all of them and only struggled on the Objective #3. When it came time to write and illustrate in their journals some of them didn't put much detail into their work, or wrote/drew responses that did correspond with that they observed. Kindergarteners tend to be over excited and miss certain things in the directions or what they are seeing and draw and

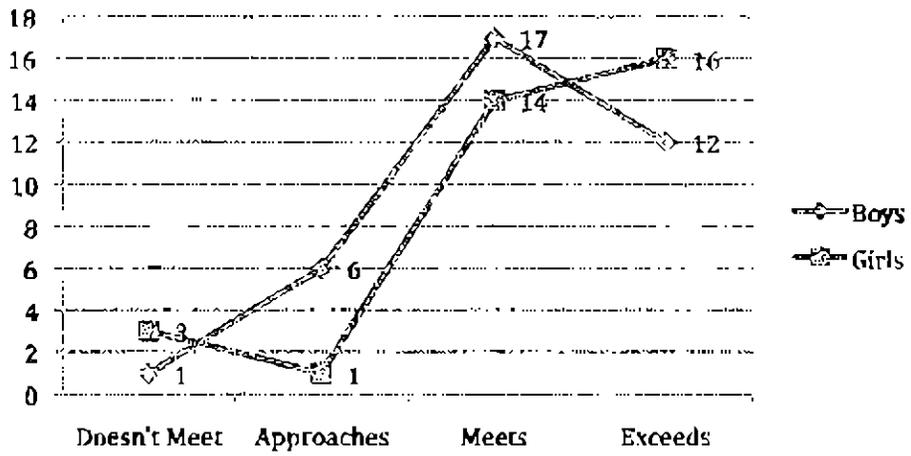
write something else that they thought they saw or use prior knowledge that wasn't even observed just to answer the question. When I could I sat with some groups and stressed the importance of taking their time to look at everything and just observe what happens. Hermit crabs are great creatures to use with little ones. It really captured the children's attention where they were so interested to learn new things about them that my unit was very successful. The key thing to remember when planning a unit or lesson is to keep the children interested and whatever you try to teach them should turn out to be a success. Overall, my lessons went very well, but there were some things I may have added to allow the children to learn even more about hermit crabs. I think I would include more videos for them to watch because they provide so much more for the children to see that they may or may not see in the classroom observing. I would also provide a clearer worksheet for the children to write up three things they learned to try and help them be more successful in meeting the objective instead of listing one or two. All in all I am very proud of my students and myself in this unit.



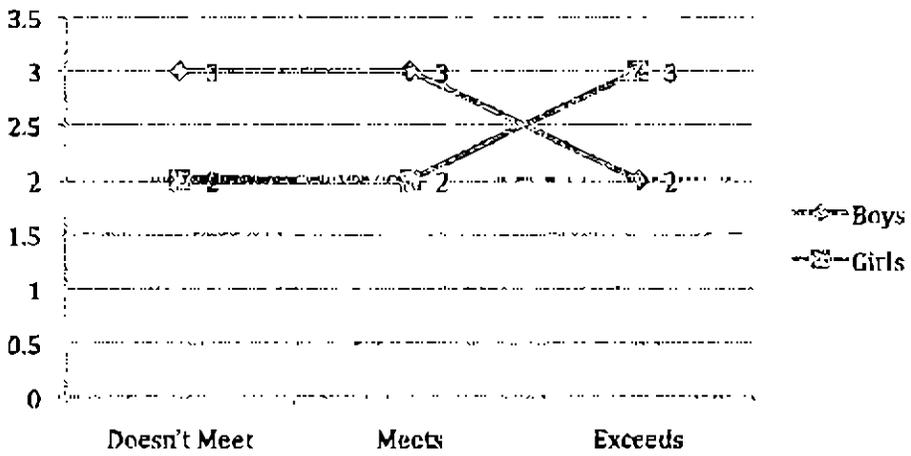




Objectives #2/#3



Objective #5



My student teaching experience is one that I will never forget. Having started in the beginning of the year I was fortunate to experience the first day of school and all that goes into it. The first day of school for my kindergarten class was a half-day where both the parents and the children attended. At first I was nervous ^{about} of meeting the parent^s on my very first day, but was soon at ease as I began to meet them one by one. Every parent was very nice and welcomed me, as a student teacher, just as I welcomed their child to our class. The first day was very relaxed; the parents helped their child complete a scavenger hunt to help them become more familiar within the classroom. Once the scavenger hunt was completed the children played in the classroom until their parent(s) felt it was time to leave. During this time I talked with parents and interacted with the children as they played. I found myself striking up conversations with the parents with great ease. It amazed me how fast I was able to depict the "trouble-makers" from the "good students" with just the one short meeting. As the days went by I saw my predictions to be quite accurate with each of the children's behaviors. Being able to be a part of the first day of school I saw how important it was for the parents, the teacher, and the child. So many people think that the first day of school isn't anything big, but as a teacher you are able to get to know how your students will be (for the most part), the children become familiar

with their classroom, their teacher, and the other children that will be in their class that they will be making friends with.

Being able to student teach a full semester, I was fortunate to have until the month of November to take over the whole class. At first I was very nervous, but soon built up my confidence when my cooperative teacher said that she believed in me and wasn't worried about leaving me alone for she had complete confidence in me. Each week I felt like I progressed. I become more and more comfortable with myself and with the children. Having student taught at Henry Barnard I was expected to create all my own lessons and plan out my week unlike a lot of public schools. With creating my own lessons I was able to try things that I may not have been allowed to do, but also I was allowed to teach in a way that I was comfortable in and could successfully teach my students. One of the main reasons I was extremely nervous in the beginning was behavior management. I knew the students very well, but wasn't sure with myself if I could handle them alone. My first couple of days weren't too bad and by the third day I was in control of the children and was no longer nervous – I was finally fully confident! One by one the weeks flew by and before I knew it, I was in my last week teaching on my own. During my month of teaching alone I not only designed my lessons, I also look over the weekly newsletter that is sent home to the parents via email. My first newsletter took much time, thought, and energy. I had trouble

typing what I wanted to say, why I did what I did, and wording it correctly for all the parents to read. I felt a lot of anxiety making sure the parents approved of what I did even though my teacher liked and approved everything I planned, it still was uneasy relaying it to the parents for the first time. At first I didn't like the idea of sending home a newsletter every week, but I actually grew to like it and understood why it is so important. A newsletter is a great form of parent and teacher communication and shows great professionalism. It also can show the students that what they are doing in the classroom is important and also helps to tell parents what they did since most children say they didn't do anything in school when they get asked that most famous question: "What did you do in school today?"

Teaching is not just about working with children; it is also about collaborating and working with their parents/guardians. During my student teaching, there were many times I had to deal with parents, especially through email. Although the emails were not directed to me, my cooperative teacher kept me in the loop and read aloud every parent email whether it was from or to them. Communicating with parents is very difficult. You always need to be careful how you phrase a question, response, or comment. In most circumstances it is best to put things back on the parents, asking them questions if they are noticing the same things at home and how do they handle it, etc. Usually the emails

are from the same parents about the same things creating much stress with you and it is best to just stop and maybe respond to the email at a later time when you have calmed down, just as we experienced. One thing to always keep in mind is try not to always email parents about the negative, this may cause the parents to think there is something wrong with their son/daughter, parents need to hear the positive as well, just as the child does. There was one parent that Mrs. Ripstein, my cooperating teacher, battled back and forth with by emails. Her son has a severe allergy to eggs and with this allergy the parents had consequently allowed their son to be very stubborn and selfish wanting to do things his way when and where he wanted to do it. This caused many problems between the mother and us because there was always an excuse for everything. Since we have met with her the emails have died down allowing a much better relationship between us. Communication with the parents is so important as a teacher and because I was fortunate to have a cooperating teacher that shared her emails with me I now feel more confident when I will be a teacher one day.

I have grown so much from the very first day, making my student teaching experience a successful journey. Student teaching was just the beginning of my journey as a teacher. When I look back I can see how much I have grown and know I will continue to grow each year I teach. I will never stop learning or trying new things with my students. Each child

learns differently, each class will be different liking different things, so I will never be bored with my job. I love working with children and especially with my student teaching I have seen that, I believe, I made the right career choice that suits me.

Title; Grade Level/Content Area	Hermie The Hermit Crab; Kindergarten
Context of the Lesson	From previous observations the children are very interested and take part in Science activities, so with this activity the children will be engaging in early reading and writing skills with a science journal of Hermie the Hermit Crab.
Standards	<p>RIELS:</p> <p>Scientific Knowledge – Children learn about the development of the natural and physical world.</p> <p>Use the tools and their senses to make observations, gather and record information and make prediction about what might happen.</p> <p>Collect, describe and learn to record information through discussion, drawings, and charts.</p> <p>Literacy: Early Writing – Children demonstrate an interest and ability to use symbols to represent words and ideas</p> <p>Begin to dictate ideas, sentences and stories</p> <p>Early Reading – Children demonstrate an interest in</p> <p>Phonemic and Phonological Awareness: Learning letters and the combination of letter sounds with letter symbols.</p> <p>Demonstrate growing awareness of the beginning sounds of words.</p>
Specific Learning Outcomes (Objectives)	<ol style="list-style-type: none"> 1. The students will use their sense of sight to notice things about Hermie and his environment by participating in our class "Notice Chart." 2. The students will enhance their early reading and writing skills by writing and drawing what they observed in their Hermie Journals. 3. The children will wonder and build questions about Hermie, the Hermit Crab and his habitat by generating a class list of questions.
Opportunities to Learn	This lesson includes a real-life hermit crab to engage the young children but also to help with visual learners. I also go through each step of the directions showing each step of what I expect them to do. There will be help provided for children when writing that they observed. Lastly, there will be an ABC strip offered to some students if needed for children that need help with certain letters. To allow the children to better see the hermit crab as a whole group, the document camera will be used to magnify Hermie.
Instructional Procedures	<ol style="list-style-type: none"> a. I will open the lesson by reading "A House for Hermit Crab" written by Eric Carle. b. Next I will introduce Hermie the Hermit Crab, but go through directions and how they need to act while Hermie is out. <i>In order to be very good scientists we will be observing Hermie and his home. Does anyone know what it means to observe something? ...Which one of the five senses will we only be using when we observe</i>

Hermie? So does that mean we will be touching him? We also need to be very quiet or we will scare him and he won't come out...so will we be yelling?

c. I will have the children make some observation on what they notice about Hermie's cage and write them down on our chart.

d. Then I will take Hermie out of the cage and put him in the middle of the floor to hopefully have the children see him walk/crawl. Once the children see him crawl I will take more observation from them on what they see about Hermie and add those to our chart.

e. The children will then contribute to our class "Wonder" list. They will generate questions of what they wonder about Hermie or hermit crabs in general.

f. Next I will show the students their journals and tell them what they have to do. In your Hermie Journals you will first draw a picture of what you observed about Hermie and/or his house/cage and then write what you saw. Use the black fine tip marker to draw your picture first and then you can write your words. Once you are done or are waiting for help with your words you may color your picture.

g. When the children are done they are to eat their snack.

Reflection

The children were very engaged with the Hermie and the lesson went very well. Instead of putting the small cage on the floor next time I would continue to sit in the chair and have the children generate observations from me holding up Hermie's habitat. And then put the children in a circle to look at Hermie on the floor. I would also try to manage my time better.

Title; Grade Level/Content Area	Why does Hermie need a shell on his back?; Kindergarten
Context of the Lesson	From previous observations the children are very interested and take part in Science activities, so with this activity the children will be engaging in early reading and writing skills with a science journal of Hermie the Hermit Crab. One of the questions the children asked was, "Why does he need a shell on his back?"
Standards	<p>RIELS:</p> <p>Scientific Knowledge – Children learn about the development of the natural and physical world. Use the tools and their senses to make observations, gather and record information and make prediction about what might happen. Collect, describe and learn to record information through discussion, drawings, and charts.</p> <p>Literacy: Early Writing – Children demonstrate an interest and ability to use symbols to represent words and ideas Begin to dictate ideas, sentences and stories</p> <p>Early Reading – Children demonstrate an interest in Phonemic and Phonological Awareness: Learning letters and the combination of letter sounds with letter symbols. Demonstrate growing awareness of the beginning sounds of words.</p>
Specific Learning Outcomes (Objectives)	<ol style="list-style-type: none"> 1. The students will use their sense of sight to make conjectures of why Hermie needs a shell on his back. 2. The students will enhance their early reading and writing skills by writing and drawing what they observed in their Hermie Journals.
Opportunities to Learn	This lesson includes a real-life hermit crab to engage the young children but also to help with visual learners. I also go through each step of the directions showing each step of what I expect them to do. There will be help provided for children when writing that they observed. Lastly, there will be an ABC strip offered to some students if needed for children that need help with certain letters. To allow the children to better see the hermit crab I will take him out of his habitat and keep him in a large open basket.
Instructional Procedures	<p>Note: This lesson is a center so only 3-4 children will be taking part in this lesson per day at a time.</p> <p>a. This lesson will be explained during morning meeting to the whole of students, so they all know what one of their jobs will be for the week. One of your jobs this week will be continuing to observe Hermie. You need to answer a question of why Hermie needs a shell on his back. Pay close attention to how he reacts when loud noises are made or when I put my hand close to him, or even when I'm about to pick him up. Remember we need to be very quiet for</p>

Hermie to come out of his shell.

b. Children go off to their center jobs.

c. Hermie gets taken out of his habitat and put into the basket and children begin to observe. Lets be really quiet and back up so he will come out of his shell. Why do you think we need to be quiet in order for Hermie to come out of his shell? Look he is coming out, remember keep quiet. Now watch what Hermie does when I put my hand close to him... Right, he went into his shell, why do you think he did that? Oh so he goes in his shell when he is scared. What else do you think he uses the shell for?...So his shell is used for protection against other animals that may hurt him.

d. The children will draw in their Hermie journals a picture of him and his shell and something that would hurt/score him where his shell would protect him. Then they will write a sentence in their journals to answer the question, "Why does Hermie have a shell on his back?"

Assessment

I will use the children's writings and drawings to check over how well they understood the cause and effect of my hand scaring Hermie and his reactions, but also if their words make follow along with what they wrote. I will use a simple checklist to determine if the children understand that the reason hermit crabs have shells is for protection.

Reflection

The children were very engaged with the Hermie and the lesson went very well. Instead of putting Hermie in an open basket I think I would try to put him on the table to allow the children to better see him. I would also talk about how the shell is not only mainly used for protection, but it is also his home and that yes his home may be the case I have him in, but it is more his shell and his case is his habitat.

Title; Grade Level/Content Area	How Do Hermie and Hitch Walk?; Kindergarten
Context of the Lesson	From previous observations the children are very interested and take part in Science activities, so with this activity the children will be engaging in early reading and writing skills with a science journal of Hermie the Hermit Crab. One of the questions that arose from previous observations was, "How do they walk?"
Standards	<p>RIELS:</p> <p>Scientific Knowledge – Children learn about the development of the natural and physical world. Use the tools and their senses to make observations, gather and record information and make prediction about what might happen. Collect, describe and learn to record information through discussion, drawings, and charts.</p> <p>Literacy: Early Writing – Children demonstrate an interest and ability to use symbols to represent words and ideas Begin to dictate ideas, sentences and stories</p> <p>Early Reading – Children demonstrate an interest in Phonemic and Phonological Awareness: Learning letters and the combination of letter sounds with letter symbols. Demonstrate growing awareness of the beginning sounds of words.</p>
Specific Learning Outcomes (Objectives)	<ol style="list-style-type: none"> 1. The students will use their sense of sight to make conjectures of how Hermie and Hitch walk. 2. The students will enhance their early reading and writing skills by writing and drawing what they observed in their Hermie Journals.
Opportunities to Learn	This lesson includes a real-life hermit crab to engage the young children but also to help with visual learners. I also go through each step of the directions showing each step of what I expect them to do. There will be help provided for children when writing what they observed. Lastly, there will be an ABC strip offered to some students if needed for children that need help with certain letters. To allow the children to better see the hermit crab I will take him out of his habitat and place him on the table.
Instructional Procedures	<p>Note: This lesson is a center so only 3-4 children will be taking part in this lesson per day at a time.</p> <p>a. This lesson will be explained during morning meeting to the whole of students, so they all know what one of their jobs will be for the week. One of your jobs this week will be continuing to observe Hermie. This week you will be observing how Hermie and Hitch walk. Pay close attention to how he moves his body and what he uses. Remember we need to be very quiet for Hermie to come out of his shell and walk.</p>

b. Children go off to their center jobs.
c. Hermie gets taken out of his habitat and put on the table for the children to begin to observe. Lets be really quiet and back up so he will come out of his shell and walk around for us. Now when he begins to come out and walk we can not start getting really excited and loud because as we learned last week, he will go right back into his shell. Now look at how he is walking, what do you notice? Oh he uses his legs, how many?
d. The children will draw in their Hermie journals of him walking and the correct amount of legs. Then they will write a sentence in their journals to answer the question, "How do Hermie and Hitch Walk?" Their answers will depend on **their** observations.

Assessment

I will use the children's writings and drawings to see what they observe and also check to see if their words fallow along with their drowing. I will use a simple checklist of how well they understood how Hermie walks. Did they write that Hermie and Hitch just walk with legs...I will take note of how well each child observed and what they wrote.

Reflection

The children were very engaged with the Hermie and the lesson went very well. Taking the hermit crabs out of their habitat and onto the desk worked much better than putting them into the baskets. Each child could see the crabs and how the moved. It also helped preventing the children to lean in closer because many didn't want to get very close the crabs while they were walking so fast, so everyone had a clear view.

Title; Grade	How do Hermie and Hitch Drink?: Kindergarten
Level/Content Area	
Context of the Lesson	From previous observations the children are very interested and take part in Science activities, so with this activity the children will be engaging in early reading and writing skills with a science journal of Hermie the Hermit Crab. During the past two lessons the children believed the pincer or large claws were only used for protections, but in fact are also used for drinking and eating. I wanted the children to see what the pincers were also used for.
Standards	RIELS: Scientific Knowledge – Children learn about the development of the natural and physical world. Use the tools and their senses to make observations, gather and record information and make prediction about what might happen. Collect, describe and learn to record information through discussion, drawings, and charts. Literacy: Early Writing – Children demonstrate an interest and ability to use symbols to represent words and ideas Begin to dictate ideas, sentences and stories Early Reading – Children demonstrate an interest in Phanernic and Phonological Awareness: Learning letters and the combination of letter sounds with letter symbols. Demonstrate growing awareness of the beginning sounds of words.
Specific Learning Outcomes (Objectives)	1. The students will use their sense of sight to watch a video and make conjectures of how Hermie and Hitch drink. 2. The students will enhance their early reading and writing skills by writing and drawing what they observed in their Hermie Journals.
Opportunities to Learn	Instead of relying on the hermit crab to drink, I found a video online that gave an excellent show of a hermit crab drinking. This lesson involved technology to show children that a lot of useful information can be found and also helped the visual learners. I also go through each step of the directions showing each step of what I expect them to do. There will be help provided for children when writing what they observed. Lastly, there will be an ABC strip offered to some students if needed for children that need help with certain letters.
Instructional Procedures	Note: This lesson is a center so only 3-4 children will be taking part in this lesson per day at a time. a. This lesson will be explained during morning meeting to the whole of students, so they all know what one of their jobs will be for the week. One of your jobs this week will be discovering how hermit crabs drink, but this week you will be watching a video on my computer. In this video you will be watching a hermit crab drink, the

	<p>same way as Hermit and Hitch do. Pay close attention to how he moves and what he uses to drink. It is very interesting and some of you will be very surprised.</p> <p>b. Children go off to their center jobs.</p> <p>c. The children watch the video and if needed they can watch it another time. During the time the children will be paying close attention to how the hermit crab is drinking. What do you see? What is he using to drink? So those "pinchers" are not only used for protection, what else are they used for?</p> <p>d. The children will draw in their Hermie journals of him drinking, just as they saw in the video. Then they will write a sentence in their journals to answer the question, "How do Hermie and Hitch Drink?" Their answers will depend on what they saw in the video.</p>
Assessment	<p>I will use the children's writings and drawings to see what they observed and also check to see if their words follow along with their drawing. I will use a simple checklist of how well they understood how Hermie and Hitch drink.</p>
Reflection	<p>The children were very engaged with the Hermie and the lesson went very well. Using the internet and having the children watch a video was a great way to "switch-up" what is done at the hermit crab centers. Each child was able to watch the video without misbehaving and was really interested in what they were watching.</p>

<p>Title; Grade Level/Content Area Context of the Lesson</p>	<p>Describe Hermie and Hitch's habitat?; Kindergarten</p> <p>From previous observations the children are very interested and take part in Science activities, so with this activity the children will be engaging in early reading and writing skills with a science journal of Hermie the Hermit Crab. During all of the lessons the children were fascinated with what was in their cage/habitat. So I decided to create a lesson dedicated to describing their habitat and what they needed in there in order to satisfy the hermit crab, such as climbers because hermit crabs like to climb and a heater because they need to be in a warm environment.</p>
<p>Standards</p>	<p>RIELS:</p> <p>Scientific Knowledge – Children learn about the development of the natural and physical world. Use the tools and their senses to make observations, gather and record information and make prediction about what might happen. Collect, describe and learn to record information through discussion, drawings, and charts.</p> <p>Literacy: Early Writing – Children demonstrate an interest and ability to use symbols to represent words and ideas Begin to dictate ideas, sentences and stories</p> <p>Early Reading – Children demonstrate an interest in Phonemic and Phonological Awareness: Learning letters and the combination of letter sounds with letter symbols. Demonstrate growing awareness of the beginning sounds of words.</p>
<p>Specific Learning Outcomes (Objectives)</p>	<p>1. The students will use their sense of sight observe Hermie and Hitch's environment/habitat.</p> <p>2. The students will enhance their early reading and writing skills by writing and drawing what they observed in their Hermie Journals.</p>
<p>Opportunities to Learn</p>	<p>This lesson includes a real-life hermit crab to engage the young children but also to help with visual learners. I also go through each step of the directions showing each step of what I expect them to do. There will be help provided for children when writing what they observed. Lastly, there will be an ABC strip offered to some students if needed for children that need help with certain letters.</p>
<p>Instructional Procedures</p>	<p>Note: This lesson is a center so only 3-4 children will be taking part in this lesson per day at a time.</p> <p>a. This lesson will be explained during morning meeting to the whole of students, so they all know what one of their jobs will be for the week. One of your jobs this week will be observing Hermie and Hitch's environment or habitat. Who can raise their hand and tell me what is a habitat? Children will be called on to answer. Excellent! A</p>

habitat is a place where an animal lives and what can be found in his/her home.

b. Children go off to their center jobs.

c. The children observe the hermit crab's environment/habitat. During this time the children will be paying close attention to what is in his cage and why. *What do you see? Why do you think that is in there, what would the hermit crab do with it? If I say that this is a heater what do you think that means? To climb, right! Why does Hermie and Hitch need a heater? You're right! They need to be in a warm place.*

d. The children will illustrate in their Hermie journals of what they say in his habitat, just as they saw. Then they will write descriptive words to describe Hermie and Hitch's habitat. Their answers will depend on what they saw and conjectured.

Assessment

I will use the children's writings and drawings to see what they observed and also check to see if their lists follow along with their drawing and if it was or wasn't in the habitat. I will be using a simple checklist.

Reflection

The children were very engaged with the Hermie and the lesson went very well. Having a lesson on their habitat helped to answer a lot of questions on why certain things were in there and what they were used for.

Rubric:

Doesn't Meet the Standard

- Their answer in writing has nothing to do with the question.
- Their illustration has nothing to do with their writing/answer.
- Student does not take part in observing.
- Little to no effort.

Meets the Standard

- Their answer in writing successfully answers the question but doesn't provide enough details.
- Their illustration successfully matches their writing but doesn't provide enough details.
- Their writing is legible.
- Their products are based on their observations.

Exceeds the Standard

- Their answer in writing successfully answers the question and includes details.
- Their illustration successfully matches their writing and included much detail.
- Their writing is legible.
- They answered the question on their own.
- They took time on their work.
- Their products are based on their observations.

**Hermie the Hermit Crab I Observed...
Assessment Check List**

Name	Doesn't Meet the Standard	Meets the Standard	Exceeds the Standard	Comments
Adrian		✓		
Alexis		✓		
Ava			✓	
Benjamin		✓		more detail!
Bobby		WAC	✓	more detailed very
Carolyn			✓	very neat
Ella			✓	
Grey		✓		lots of detail
Harper	✓			pieces lg pic. no color. no words
Luke	✓			very rushed
Maddy		✓		could have put more detail
Matthew				observed wasn't in our class yet
Nizel		✓		cute picture
Owen	✓			pic doesn't make sense to observation
Sarah		✓		

**Why Does Hermie Have A Shell On His Back?
Assessment Check List**

Name	Doesn't Meet the Standard	Meets the Standard	Exceeds the Standard	Comments
Adrian		✓		not detailed
Alexis			✓	very detailed
Ava			✓	very detailed
Benjamin		✓		too rushed
Bobby			✓	detailed
Carolyn			✓	detailed
Ella		✓		
Grey			✓	very detailed in writing + drawing
Harper			✓	lots of color + details
Luke		✓		did answer correctly w/ pic but very rushed
Maddy			✓	did his writing all on his own
Matthew		not		wasn't in our class yet
Nizel		✓		needed much help w/ writing
Owen		✓		very rushed
Sarah		✓		could have had more details

**How do Hermie and Hitch Walk?
Assessment Check List**

Name	Doesn't Meet the Standard	Meets the Standard	Exceeds the Standard	Comments
Adrian			✓	very detailed
Alexis			✓	absent very detailed
Ava			✓	large detailed PIC
Benjamin		✓		too rushed lacks details
Bobby		✓	✓	no wide in detail detailed
Carolyn		✓		no details in PIC
Ella		✓		detailed PIC
Grey		✓		could have had more details in PIC
Harper			✓	excellent job all by herself
Luke	✓			doesn't provide a lot of effort
Maddy		✓		not much detail
Matthew		✓		no much detail
Nizel		✓	✓	lot of details in picture
Owen		✓		rushed
Sarah		✓		no color

How do Hermie and Hitch Drink?
Assessment Check List

Name	Doesn't Meet the Standard	Meets the Standard	Exceeds the Standard	Comments
Adrian	✓ ✓	✓		pic has nothing to do w/ answer more details!
Alexis		✓		
Ava			✓	pic very neat
Benjamin		✓		no color, lacks details rushed
Bobby			✓	very detailed
Carolyn			✓	very neat + detailed
Ella		✓		pic. rushed
Grey			✓	detailed and neat
Harper		✓		no color
Luke		✓		took more time but no color
Maddy				absent
Matthew		✓		not much detail
Nizel	✓			picture doesn't match
Owen		✓		rushed
Sarah	✓			did not watch video close enough

**Describe Hermie and Hitch's habitat?
Assessment Check List**

Name	Doesn't Meet the Standard	Meets the Standard	Exceeds the Standard	Comments
Adrian		✓		detailed pic, only 1 desc word
Alexis			✓	very detailed
Ava				absent
Benjamin		✓		picture doesn't match writing, rushed
Bobby			✓	detailed
Carolyn			✓	
Ella			✓	labeled pic
Grey			✓	detailed
Harper			✓	lots of detail
Luke				absent
Maddy			✓	provided lots of detail
Matthew			✓	provided lots of detail
Nizel		✓		picture is very rushed w/ scribbles but used correctly
Owen		✓		rushed
Sarah		✓		very detailed pic

Rubric:

Doesn't Meet the Standard

- Their answer in writing has nothing to do with the question.
- Their illustration has nothing to do with their writing/answer.
- 1-2 Items are written.

Meets the Standard

- 3 Responses are provided.
- Their answer in writing successfully answers the question but doesn't provide enough details.
- Their illustration successfully matches their writing but doesn't provide enough details.
- Their writing is legible.

Exceeds the Standard

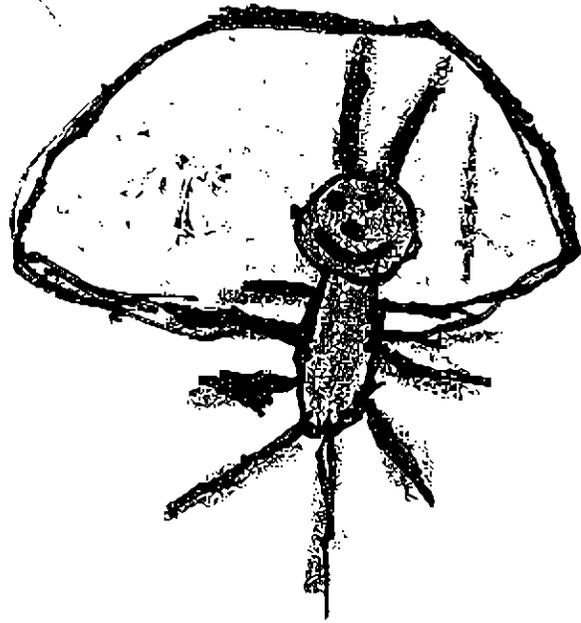
- 3 Responses are provided.
- Their answer in writing successfully answers the question and includes details.
- Their illustration successfully matches their writing and included much detail.
- Their writing is legible.
- They answered the question on their own
- They took time on their work.

**3 Things Learned (Post-Assessment)
Assessment Check List**

Name	Doesn't Meet the Standard	Meets the Standard	Exceeds the Standard	Comments
Adrian	✓			only listed 1
Alexis			✓	all 3 + <u>detailed pic</u>
Ava			✓	all 3 + <u>detailed</u>
Benjamin	✓			listed only 1
Bobby			✓	
Carolyn			✓	# pics w/ the # listed/written
Ella		✓		pic not very detailed
Grey		Meets	✓	Tots of detail full pg of writing
Harper		✓		
Luke	Meets	✓		had to rewrite and take time
Maddy	✓	Meets		only listed 2 pics dont match
Matthew	Meets	✓		rushed
Nizel	✓			scribbled pic didn't list 3
Owen		✓		rushed
Sarah	✓			only wrote 1 (detailed pic)

I observed...

Nizei 1 of 6



WhEMOZD

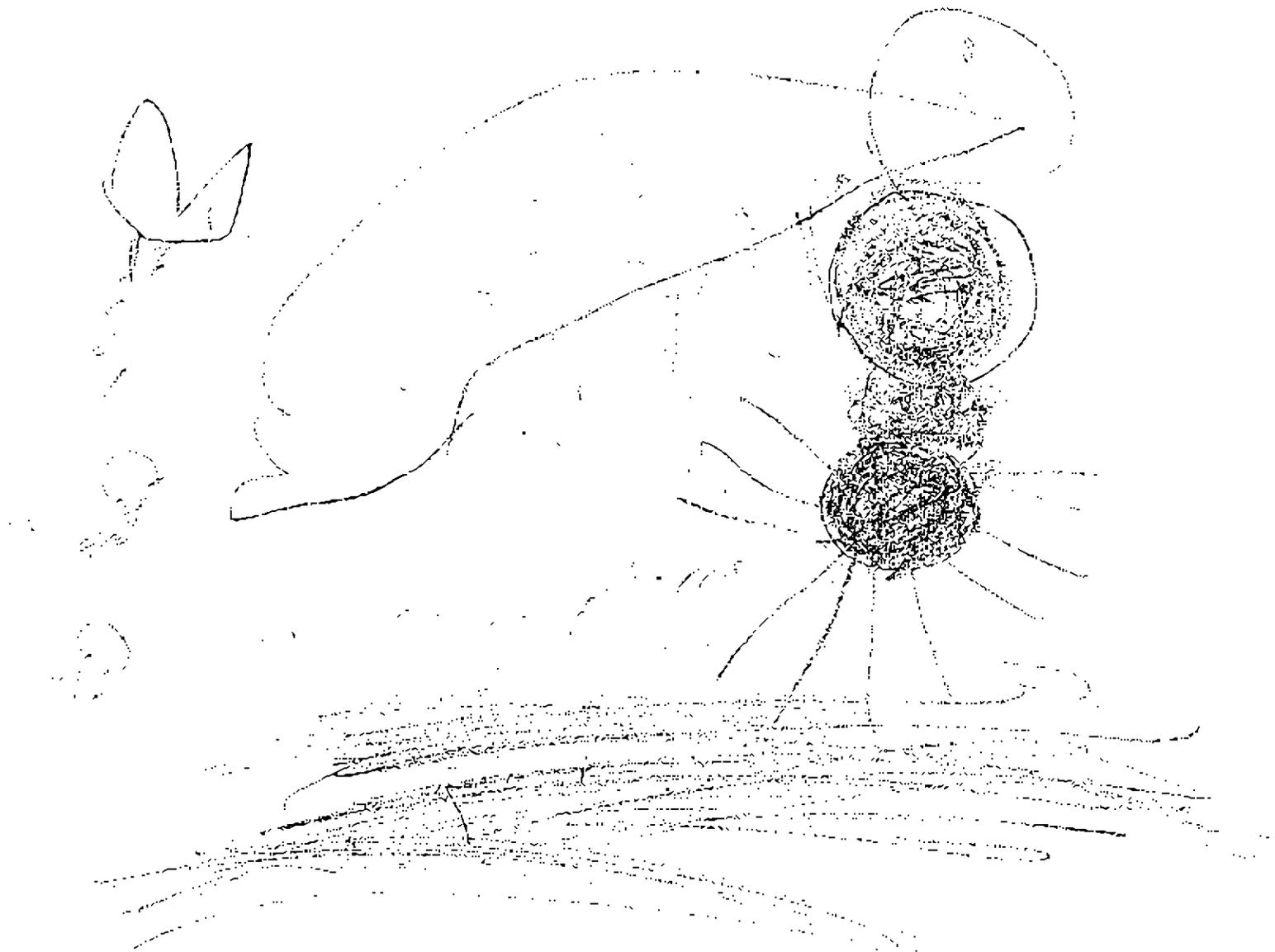
He moved

Why does Hermie need a shell on his back?

NR 2086

PATAH M

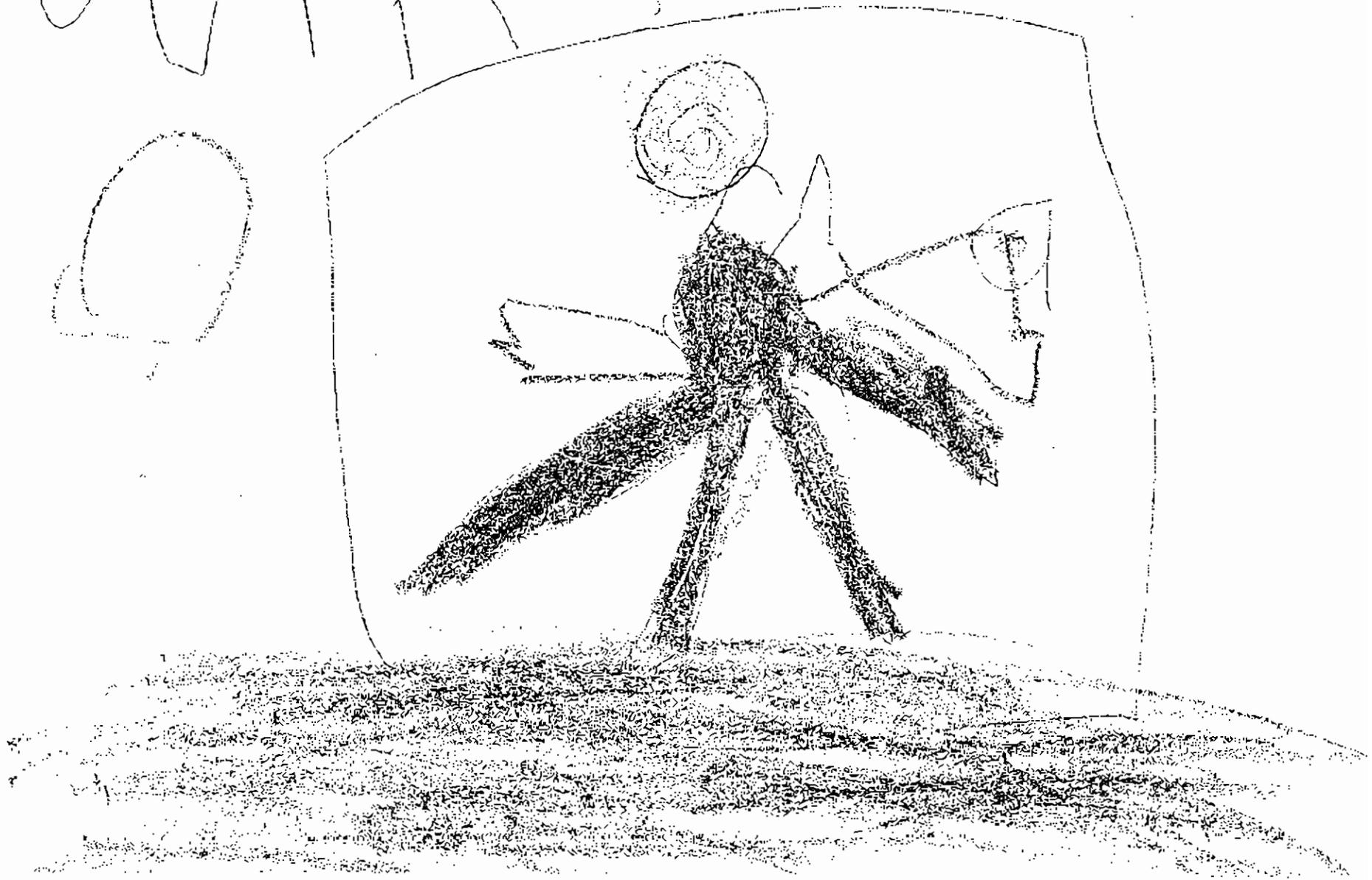
(Protect - 100)



How does Hermie and Hitch walk?

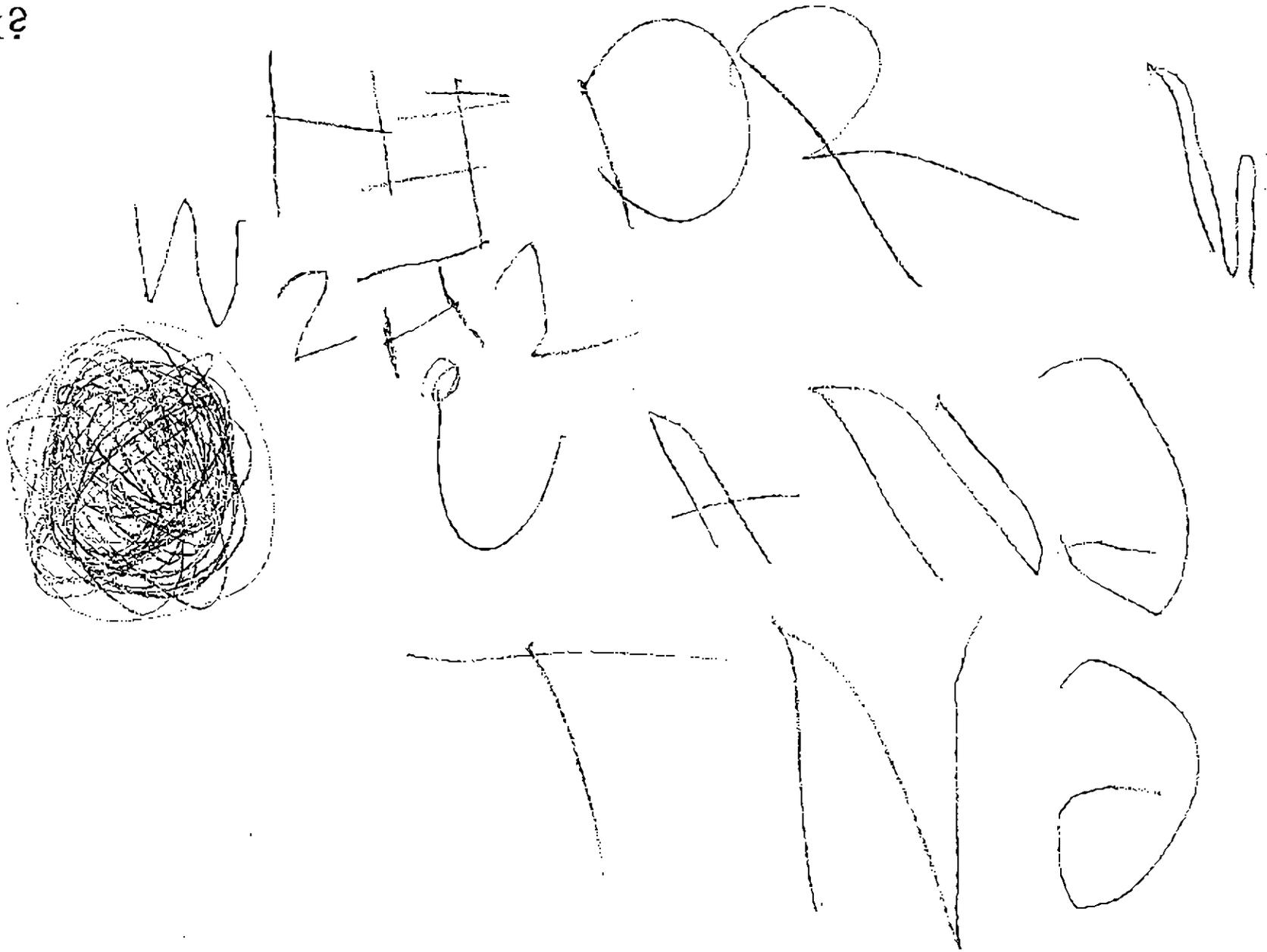
(with 4 legs)

W T H H O L O S



How do Hermie and Hitch drink?

NR 4066



(He drinks with his tongue)

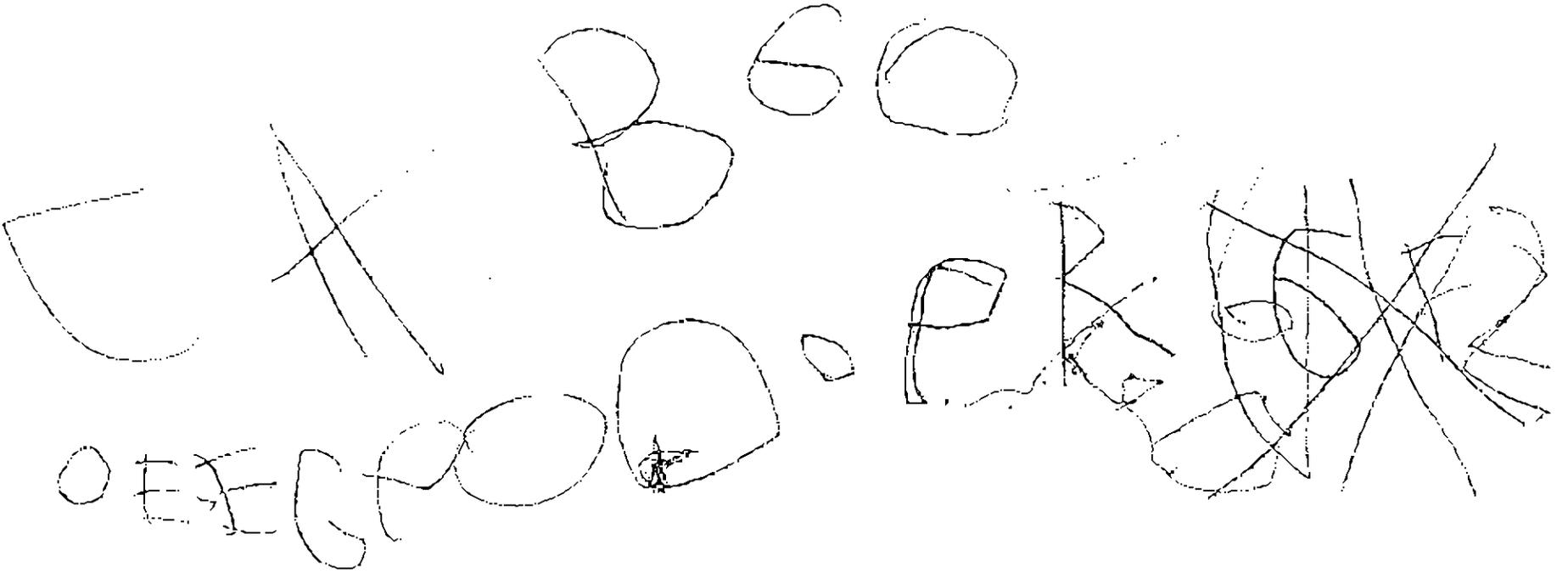
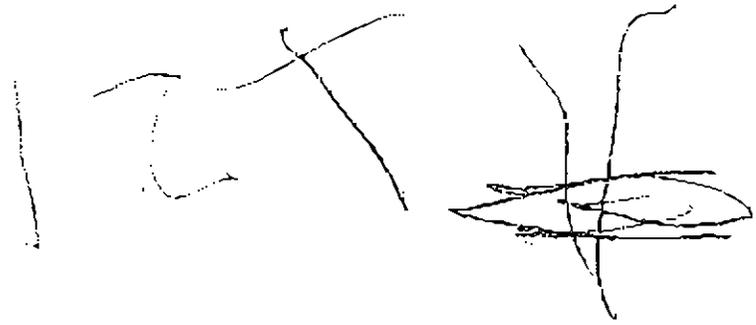
(picture next page)

NR 5066

Describe Hermie's and Hitch's habitat:



What 3 things did you learn
about Hermit Crabs?



They eat all kinds of stuff and grass.

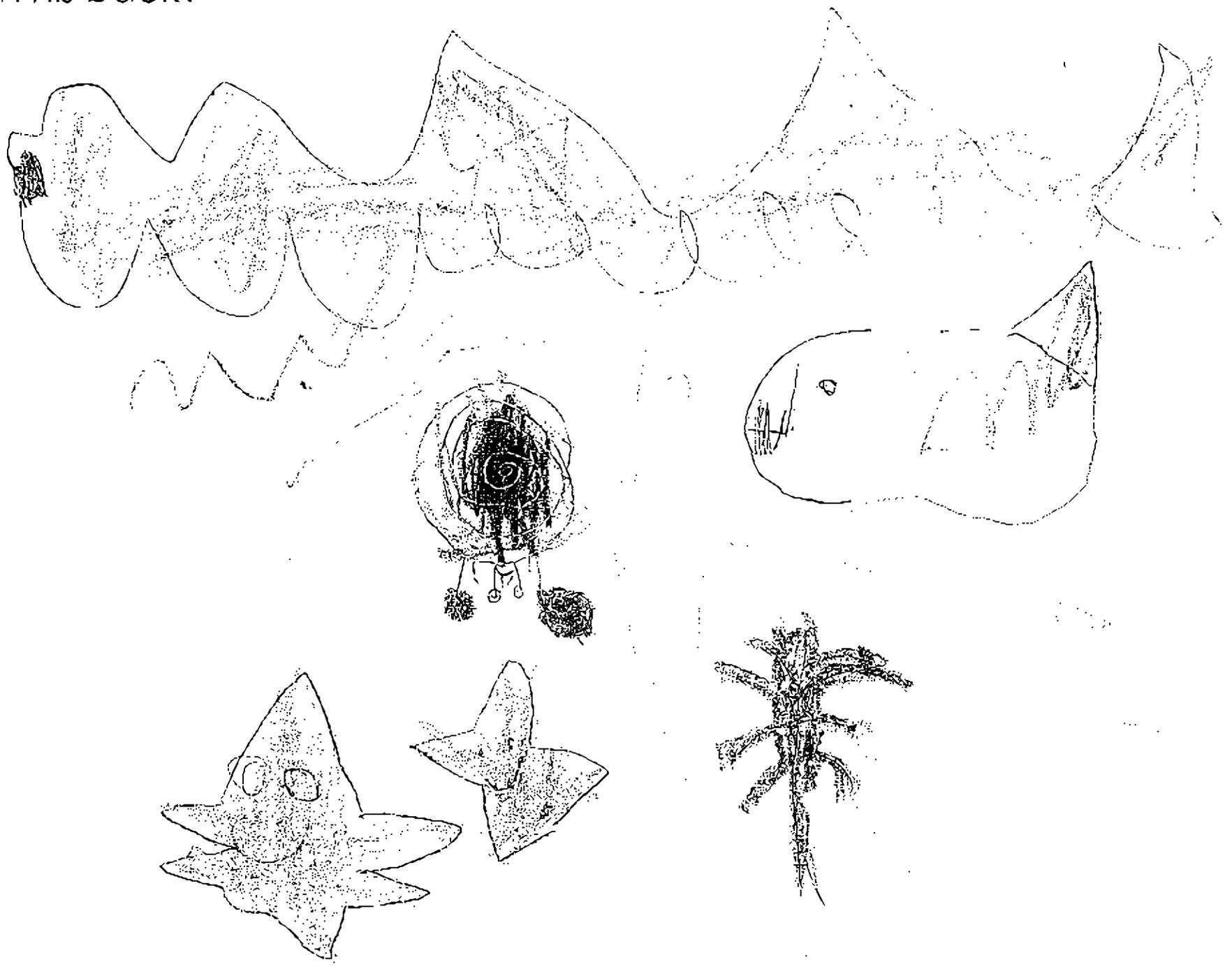
I observed...

GV 1086



GV 2066

Why does Hermie need a shell on his back?



GV 3076

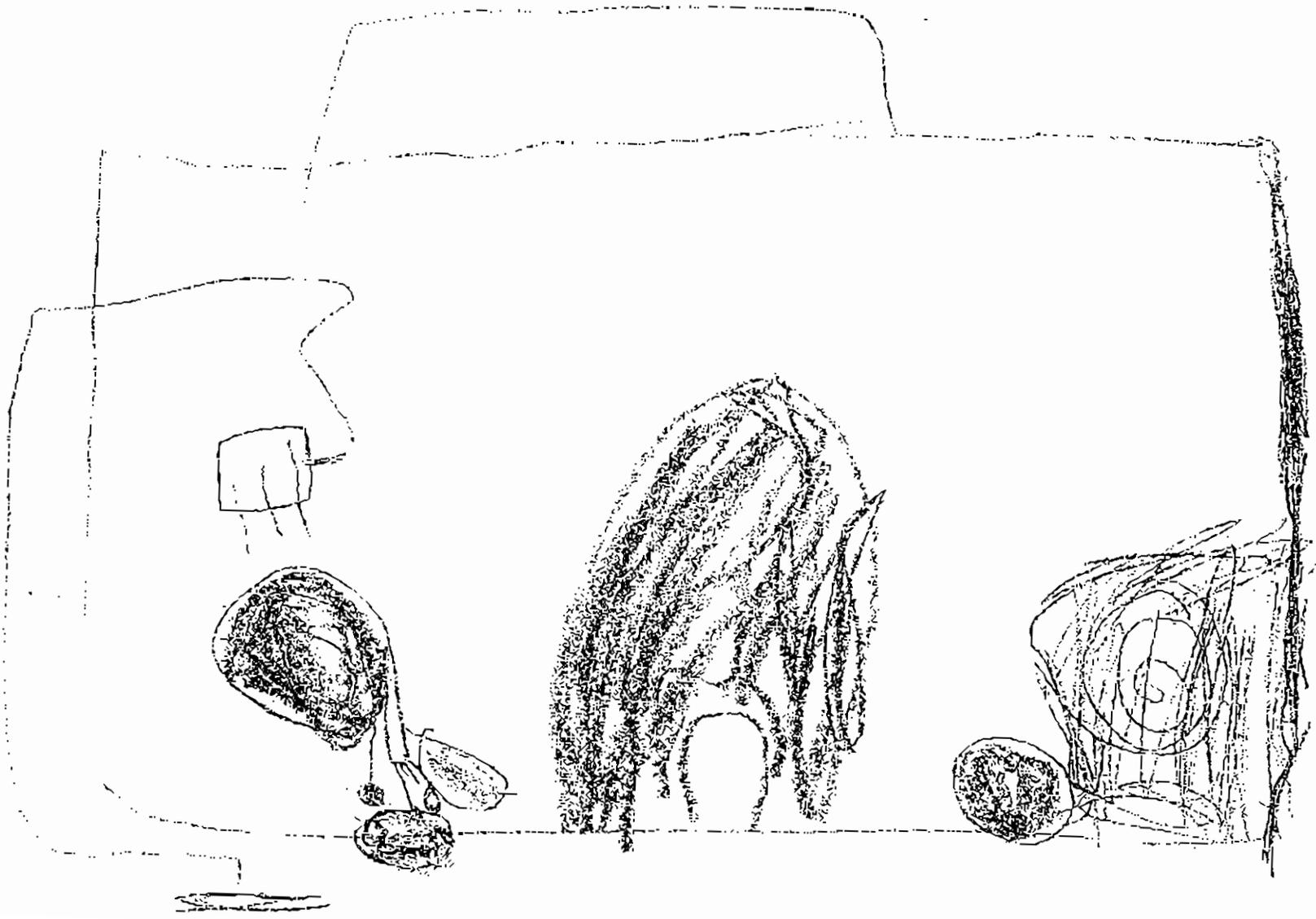
How does Hermie and Hitch
walk?



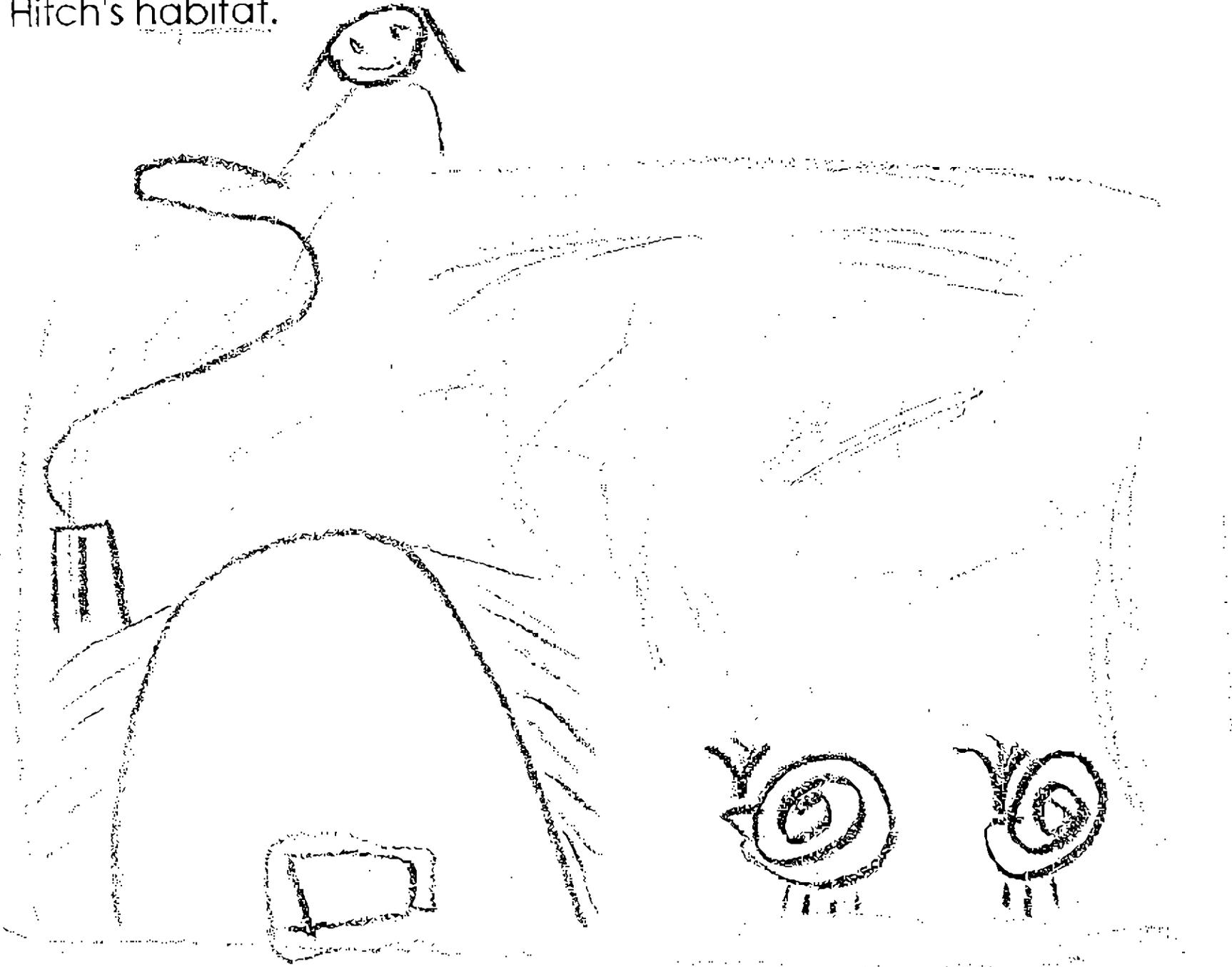
How do Hermie and Hitch drink?

~~HERMIE PERWORE~~
~~LAVI~~

GV 4086



Describe Hermie's and Hitch's habitat.



What 3 things did you learn about Hermit Crabs?

I learned that hermie can ^{6x wobb} strap a pencil in half. I learned that hermie can crawl on 4 legs. Hermie can drink from a sponge.

ILRT HATZAI HERMI

CAN 2 NARUPA ~~2~~

ILR ZATH HERMIE ^{CPN2}

~~KN~~ KROLO FOLAZ

HERMIE SRUPUTH
KANTURI