



Subject(s): Science Grade: Kindergarten

Teacher(s): Keely O'Loughlin Camp

TPE Target Skills:

1. TPE 2.6 establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.
2. TPE 1.7 . Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
3. TPE 5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

| <b>Part I – Goals and Standards</b><br><b>TPE 1.4, 1.5, 1.6, 2.2, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
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| <b>1. Common Core Learning Standard(s) (CCSS) Addressed:</b> (TPE: 3.1, 3.2, 3.3, 4.4)<br>Math, ELA (or the other subjects when they are related to ELA)<br>CCSS.ELA-LITERACY.W.K.8<br>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>2. State Content Standard Addressed:</b> (TPE 3.1, 3.2, 3.3, 4.4)<br>History/Social Science, Science, Physical Education, Visual and Performing Arts<br>K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.<br>LS1.A Structure and Function. All organisms have external parts that help keep them alive and have different functions.                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>3. ELD Standard Addressed:</b> All Content Areas (TPE 1.1, 1.6, 3.5, 4.4)<br>Part 1: Interacting in Meaningful Ways: A. Collaborative, B. Interpretive, C. Productive<br>1. Exchanging information and ideas Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.<br>Part 2: Learning How English Works: A. Structuring Cohesive Texts, B. Expanding and Enriching Ideas, C. Connecting and Condensing Ideas<br>6. Connecting ideas<br>Combine clauses in an increasing variety of ways to make connections between and join ideas, for example, to express cause/effect (e.g., She jumped because the dog barked) in shared language activities guided by the teacher and with increasing independence. |  |
| <b>4. Learning Objective:</b> What will students have mastered in terms of knowledge and/or skill as a result of this lesson? (TPE 2.2, 2.6, 3.2)<br>-The students will master the ability to draw a biologically accurate goldfish.<br>-The students will demonstrate knowledge of the parts of the goldfish by labeling them on their drawings.<br>-The students will demonstrate knowledge of the purpose of each part of the goldfish pertaining to how it helps the fish survive.                                                                                                                                                                                                                                                                                                                |  |
| <i>Student-Friendly Translation: (Write this out as if you were explaining the objective of the lesson to your students in their language: "Today, we are going to master the concept of...by creating...")</i><br>Today we are going to draw a goldfish and learn the parts of a goldfish so that we can write the names of those parts on our drawings. We will also be learning about what those parts do and why they are important for the fish's survival.                                                                                                                                                                                                                                                                                                                                      |  |

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**5. Relevance/Rationale:** Based on what is best to teach from prior lessons and formative assessments with your students, why is this the right lesson for your students to learn right now in your class? **OR** Why are your learning objectives essential for future learning? **OR** Why are the outcomes of this lesson important in the real world? (TPE 1.3, 2.6, 3.2)

Students have begun learning about goldfish and guppies in their extended learning classes. They have been conducting observations of goldfish and guppies in our classroom (we have live ones). This lesson ties into the animals two by two unit.

*Student-Friendly Translation:*

Friends we get to learn something super exciting today! Do you remember looking at the fishies and guppies last week? Well now we are going to draw our very own goldfish and label the parts! Next week, we will be learning about the parts of the guppies.

**6. Essential Questions:** (TPE 1.5)

What are the parts of a goldfish? How does each part of the fish help it survive? What would happen if the fish was missing a part? (gil or mouth or other parts)

**7. Academic Vocabulary:** (TPE 1.4, 1.6, 3.1, 3.2, 3.3, 3.5)

**Fin, Gil, Scales, Mouth, Eyes, Tail, Fish, Head, Survive**

### Part III – Universal Access Lesson Adaptations

**TPE 1.4, 3.5, 3.6, 4.1, 4.4, 4.5, 5.7, 5.8 SSP-ELD**

**9. Modifications / Accommodations:** What specific modifications/accommodations will be made based on the anticipated challenges for this set of students for this specific lesson? (TPE 1.4,

**ELL / SDAIE Strategies:** (TPE 1.6, 3.5, 4.4)

- What are at least three general SDIAE strategies you will engage?
- Using simple language and avoiding complex phrases/words that can confuse the students
- Providing as much oral instruction as possible with the assistance of visuals
- Assessing/monitoring student progress as they work and doing individual check ins to see where they are at with the lesson and what their understanding is
- How will you address the CA ELD Standards you identified at the beginning of this lesson plan?
- To target the first ELD Standard I have incorporated opportunities for students to engage in partner discussion as well as asking/answering questions throughout the lesson.
- For the second ELD standard I will be asking whole class questions which I can later have this specific student try to recall and use expanding clauses to explain the cause/effect relationship of the parts of a fish. (why does a fish have gills? Student can answer (possibly with needed support) A fish has gills because they help them breathe.)

**Differentiation for Special Needs:** Tie it to the specific needs of your students. (TPE 3.5, 4.4)

- The students who struggle with speech will be participating in the discussion so encouraging them to try their best when talking and giving them simple prompts to orally respond to will help.

\*During the vocabulary portion of the lesson I can prompt the class by asking a simple question such as "What are eyes used for" then I can call on this student so she can answer.

\*For the class discussion, I will ask what the students saw in the video and I will specifically pick this student to answer the question.

\*While labeling my example of the fish, I will point to a specific part and ask the class to raise their hands and tell me the name of this part. I can do this multiple times so I can target all the Speech students and EL students.

Throughout the lesson, I will remind the class that they should use a full sentence when they respond to a question. Instead of saying "eye" for what part is this, they can say "that is the eye."

- For those who struggle with time management and emotional regulation, I will make a general class statement (so they do not feel singled out) about taking their time and trying their best, and that it is okay if they need more time. We can always arrange for that to happen.

- Because of the speech needs and IEP modifications, I will be repeating instructions and providing many visuals along with written text. I will also do one on one instruction with these students to clarify the

expectations and walk them through the activity to ensure they have full understanding of what needs to be done.

**Social-emotional Learning Support:** <https://casel.org/what-is-sel/> (TPE 2.1)

- Identify a specific SEL competency(ies) that you will focus on for the whole class (Self-awareness, Self-management, Social awareness, Relationship Skills, Responsible Decision-making):
- Self-management
- Specific strategy that you will use to inculcate that competency:

- Students who are being good models of self-management have the opportunity to receive a “love note” which is a way to reward the student for working hard and meeting the class expectations. Once they receive 20 love notes, then they can pick a treasure from the treasure box. Students understand that they can earn a love note by completing their work, maintaining focus throughout the lesson, answering questions or helping explain to a friend, and also keeping a clean work area. Their efforts are usually acknowledge by the teachers and they are encouraged to refocus or keep a clean area when myself or Mrs. Fish remind students to do so.

- Verbal acknowledgement as students work (ex “Pheonix is doing a great job working quietly and following directions”)

- Those who are not on task and do not complete the activity will lose recess time because they will have to stay in and finish their work.

- Encouraging students to maintain a growth mindset by helping them understand mistakes are okay and that they are learning so they may not be there yet, but they can still succeed

**Universal Design for Learning (whole class) Support:** <http://udlguidelines.cast.org> (TPE 1.4, 4.4, 4.7)

- Multiple Means of Engagement:

8.3 Foster collaboration and community: Students will have opportunities to collaborate as a class community both in whole group discussion and during think pair share with their table partners.

- Multiple Means of Representation:

2.1 Clarify vocabulary and symbols: Students will be using lots of content specific vocabulary during this lesson so I will pre-teach the vocab by showing them the vocab words and giving brief descriptions prior to reading a story and showing them a video all about parts of a fish. This will help them as they have the information in their minds while they engage in active listening prior to the labeling activity.

- Multiple Means of Action and Expression:

6.1 Guide Appropriate goal-setting: Students will be completing a directed draw following the model I make with them and they will have a completed visual model to use for the labeling portion of the lesson. I will write the goals and objectives/list of words on the board so they understand how many labels they will need to make.

**Higher Order Thinking Strategies** (Bloom's, Depth of Knowledge, Hess' Cognitive Matrix, G.A.T.E.

Strategies, Graphic Organizers, etc.). What **three levels** of Bloom's will you address in this lesson to enhance the depth with which your students will engage the lesson objective? (Remember, Understand, Apply, Analyze, Evaluate, Create) (TPE: 1.4, 4.4)

Students will **create** a visual diagram of a fish and use their prior knowledge and understanding of fish to **identify** and **distinguish** the parts of a goldfish. Students will also be **explaining** the purpose of each part of the fish. If some students fish early then they will be given the task of **analyzing** what would happen if the fish was missing a part (I will tell them what part) and **categorizing** the parts of the fish from most to least important. They will have to defend their choices verbally.

#### 10. Implementation of Strategies for Enhancing Lessons:

(Please address each of these only if you plan to use them, they are NOT mandatory)

##### 21<sup>st</sup> Century Skills:

Circle all that are applicable and describe how each will be observed during the lesson (TPE 1.5, 3.3, 4.7)

**Communication:** Students will be communicating with each other and with me throughout the

##### Technology:

How will technology be incorporated into the lesson? (TPE 1.2, 1.4, 3.6, 3.7, 3.8, 4.4, 4.8 4.9, 5.4)

##### Visual and Performing Arts:

How will the students be provided with opportunities to access the curriculum by incorporating the visual and performing arts? (TPE 1.4, 1.7, 3.3, 3.6, 4.4)  
Students will be able to watch a video and engage with a story. They will also be completing their

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| <p>lesson. They will be expected to answer questions when asked as well as ask questions when they need assistance or further clarification.</p> <p><b>Collaboration:</b> Students will be engaging in a collaborative class discussion about fish and they will also be doing a think pair share where they will collaborate and share ideas with their table partner.</p> <p><b>Creativity</b></p> <p><b>Critical Thinking:</b> Students will have to critically think and examine the parts of a goldfish.</p> | <p>own drawing during a directed drawing portion of the lesson.</p> |
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### Part IV – Assessment of Student Learning

**TPE 1.5,1.8, 4.4, 5.1, 5.3, 5.5**

**11. Assessment Criteria for Success:** How will the teacher and the student know if each of the specific objectives identified above have been successfully met?

Formative Assessments: At least two formative assessments total, at least one with a rubric (attach rubric to this template) (TPE 1.8, 2.5, 5.1, 5.5)

Formative Assessment 1:

A check for understanding will be conducted multiple times throughout the lesson. Students will be asked to give a thumbs up as I assess their understanding of the instructions. They will be assessed as I walk around the classroom and watch their progress throughout the assignment. I will do one-on-one check ins as well.

Formative Assessment 2:

The activity that will be completed during the lesson allows for me to check their understanding and assess their knowledge of the parts of a goldfish.

Peer and Self-Assessment: How will all students be involved in self-assessment and reflection on their learning goals and progress? If working in teams, how will they peer-assess each other and the group? Must include a rubric for either self-assessment or team assessment (TPE 1.5, 5.3)

Students will participate in an oral self-assessment. I will ask the following questions to the whole class and have the students give a thumbs up or down depending on if they did or did not do what was asked.

Did I draw and color my fish?

Did I write my labels on the correct line?

Did I use all 7 labels?

Did I write my name?

### Part V – Instructional Procedure

**TPE 1.4, 1.8, 2.1, 2.3,2.5, 2.6, 3.1, 3.2, 3.3, 3.5, 3.6, 4.4, 4.7**

**12. Instructional Method:** (TPE 1.4, 2.1, 3.5, 3.6, 4.4, 4.7) Circle all that apply–

**Direct Instruction**

Cooperative Learning

Collaborative (Inquiry-Based) Learning

Students will be taught through direct instruction as I will be providing explicit directions and set clear expectations for their learning outcomes and work efforts. We will have a collaborative discussion and share ideas, but they will not be keeping account of each other's success for this specific lesson. They will be

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focusing on their own work and self-management. They will complete a given assignment after being walked through how to do the work and meet expectations.

### **13. Prior Teaching, Prior Student Knowledge from Assessments or Student Funds of Knowledge:**

Students have just begun learning about fish and guppies in their extended learning classes. In our class, they have conducted observations of both the goldfish and the guppies which we have in separate tanks in the classroom. Some of the students even have their own fish at home so they can use their own experience to participate in class discussion and share what they know.

### **14. Resources / Materials:** What texts, digital resources and materials will be used in this lesson?

- coloring supplies
- pencils
- sharpies
- glue
- scissors
- paper
- label lines (I will print and provide each student with 7 lines)
- picture of a goldfish
- model/example

### **15. Procedure:** Provide a detailed procedure that includes estimated times and intended questions.

Lesson Explanation: How will the lesson objectives be explained to the students? How will you communicate how it relates to prior learning? How will you communicate your expectations for learning and behavior? How will you establish a positive and safe learning environment? (TPE 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3)

#### **Open –**

Anticipatory Set: For engaging in initial problem solving and recruiting interest

To start this lesson I will first do a check-in with the students to see how they are feeling that day so I can have a better ability to know who may struggle a bit more emotionally. I would ask them about the fish and guppies we have in the classroom and have them share what they know about the fish. We would discuss what they have been doing in their extended learning classes and how those lessons will tie into our lesson. To engage their interest even further I will read Rainbow Fish to the class to get them engaged and give them a bit of entertainment. Then I will show them a short video from youtube which goes over some of the parts of fish. This will help me lead into the topic of today's fish- the goldfish!

<https://www.youtube.com/watch?v=d1FNJhNB5LA>

#### **Body –**

The Seven Step Lesson Plan would suggest these stages: Teach and/or Model, Check for Understanding, Guided Practice, Independent Practice (TPE 1.8)

1. I will begin by writing the list of vocabulary words on the board. We will briefly discuss what the words are being used for in the lesson and then I will ask students if they know what they mean. I will provide the definition in regard to parts of the goldfish. Some of the parts will have been mentioned in the previous youtube video which will get some students more motivated to share what they remember/what the word means or does for the fish.
2. I will have a class discussion about the parts of the fish and we will discuss why they are important/what purpose each part serves and how it helps the fish survive. This will be time for whole class discussion and a short think pair share time.  
 "What did you notice about the video? Did you see any of the vocab words we talked about earlier?  
 \*class answers\* Does anyone remember what \*vocab word means and why it is important? \*student answers and maybe we discuss further\* What about \*another vocab word\*? \*repeat this for all vocab words and discuss what they are and why they are important\*" As we do this I will show the class a model of a fish that has labeled parts \*attached as a file
3. We will transition into the directed drawing of the fish. It will be done as I do, you do. I will draw small sections and students will copy on their own papers. Then when we are done drawing, students will use a sharpie to trace the outline of their fish. While outlining I can engage higher order thinking by asking random questions like "What would happen if the eyes were by the tail and not on the head? Or what if the fish only had one fin or a smaller tail?" This allows students to engage with their drawings even more as they can visually imagine what that would look like and think deeper about what those changes might mean for the fish's survival. Once it is outlined, they can color their fish.

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4. The last step is to add the labels! Students will be given strips of paper with lines for them to write the different parts on. They will copy the list I model for them and leave on the board for their reference. Students will then cut the paper into individual strips. These strips will be glued onto the drawing of their fish. I will model how to glue them onto the paper so students can use proper spacing and draw arrows to each specific part of the fish.
5. Students who finish early will be instructed to analyze what they think would happen if the fish was missing one of its parts. When done they can write a list of the parts of the fish from most to least important. This list will be their opinion and they will have to analyze what they learned about each part, categorize the parts, and then explain why they created the list in the order they did. They will explain this to one another (if more than one student is done) or they will tell it to myself or Mrs. Fish.

### Close –

The lesson will end when all students are done with labeling their fish and they will be instructed to turn in their drawings so we can collect and grade them. I will describe the next steps and then dismiss them for snack. Next Steps: How will next steps be communicated to the students about continuing to learn this topic after the lesson?

I will remind students that they will continue learning about this topic in their extended learning classes and give them a preview of the next project which is another directed drawing and labeling activity, but for guppies instead of goldfish!

### Part VI – Reflection

TPE 3.4, 6.1, 6.5

After presenting the lesson in the classroom, review and reflect on student work related to the lesson

#### 1. Include rubric data here:

Objective 1- 29/29 students were able to follow the directed draw instructions successfully and met my expectations when creating their fish.

Objective 2- 23/29 students labeled all 7 parts of the fish clearly and met my expectations

6/29 students wrote at least 5 of the parts of fish labels but were not successful in writing all 7 so therefore they somewhat met expectations.

Objective 3- 25/29 students added arrows pointing from the label to each part of the fish therefore meeting expectations.

4/29 somewhat met expectations as they added arrows pointing to the parts of the fish, but some were pointing to the wrong part or they did not include all 7 arrows.

#### 2. Student achievement of the lesson objective according to the data analysis:

Explain areas of successful achievement –

Based on the data analysis, all 29 students successfully were able to follow the directed drawing instructions that were verbally and visually provided. While their fish did not look exactly like mine, it was great to see how they create their own fish based on the given instructions. A majority of the students were also successful with labeling all 7 parts of the fish and including arrows pointing to the correct coordinating part of the fish.

Explain areas of unsuccessful achievement; and why each specific student was unsuccessful –

A handful of students showed some struggle with writing neatly and spelling correctly. While mistakes in spelling are expected, these skills can still be worked on in future classroom opportunities and provides myself and the master teacher with an understanding of which students may need some fine motor writing practice.

How did learning deeply about your students' assets and learning needs

- a. inform and/or shape your lesson plan for the whole class?

Learning deeply about my students' assets and learning needs allowed me to customize the lesson to target their specific abilities. I was able to scaffold portions of the lesson and provide necessary support to those who needed it. Throughout the lesson I also incorporate multiple opportunities for engagement so that students may engage and I can assess their level of understanding based on how well they were able to answer certain questions (ex: why do fish have gills?).

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- b. support student access to and engagement with the content?

Students were provided with multiple opportunities to engage with content through watching a video, engaging in discussion, and completing the activity. Each of these activities and more also allowed for them to learn through different modes such as visual, auditory, and kinesthetically.

Think about your teaching practice during the learning segment and what you learned from your analysis of multiple types of assessment about your students' understanding of content and/or ELD learning goal(s).

- a. What was most effective about your teaching or assessment in helping students achieve the content and/or ELD learning goal(s) of the segment?

The most effective part of teaching and targeting ELD standards in my lesson was giving those students opportunities to speak and engage their learning in different ways. I provided support by prompting the students to use connecting words to explain cause and effect relationships. (ex. The fish have gills because they help them breathe). This was a great opportunity for them to engage their speaking skills and expand their sentences by adding more detail to explain cause/effect. Throughout the lesson, students were given multiple opportunities to use expansive vocabulary to show their understanding of the topic.

- b. What was less effective about your teaching or assessment? What do you want to set as an area for growth to increase your effectiveness as a teacher? Explain why you have chosen this professional learning goal.

For the next lesson, I would like to work on patience. With activities that involve students following your instruction step by step there is time that is used waiting for all students to be ready to move on to the next step. But I noticed that when I moved on too late some students would begin disengaging or complaining because they have been waiting or if I moved on too early some students would complain that they had not finished. Finding a balance that allows students to understand they do not need to be fully done but there is only so much time dedicated to the directed draw that we need to move on to the next step. I believe this can be done with simple explanations that reassure those who have not finished drawing one part and allowing for the whole class to move forward without getting too far ahead.

3. What instructional strategies were used to help students achieve the lesson objective? Which subject-specific pedagogical skills were used to help students be successful? (reference TPE SSP 1-7 Part 2: Subject-Specific Pedagogy)

Throughout my instruction I utilized many different instruction strategies to help student achieve the lesson objectives. First, I engaged students prior knowledge about the subject and provided them with the essential question which I referred to many times throughout the lesson. I facilitated a whole class discussion about the essential question: what are the parts of a goldfish and why are they important? The students also had time to engage in a reciprocal conversation with their peers during a think-pair-share about the parts of the goldfish. Students were given some instruction through direct learning as I directed them to complete the drawing step by step together. As for subject-specific pedagogy, I taught in a classroom where students could observe the fish we discussed and I had placed other models of goldfish around the classroom to have multiple models for them to refer back to throughout the lesson.

Was your lesson plan sufficiently flexible to support all students' learning, or did you need to incorporate specific instructional, in-the-moment adaptations for particular students? Why or why not?

The lesson was sufficiently flexible to support all student's learning as I had made sure to incorporate opportunities for students to have access to extra support and assistance when needed. Most students did not need the extra support and for those who did, I had already planned to have one on one instruction/check ins with them.

Did your instructional approach support learning for the whole class and for each of your focus students to achieve the content-specific learning goal(s)?

My instructional approach allowed for me to support all my students learning. I incorporated strategies that provided opportunities to target all of the standards and objectives I had for my lesson. I also successfully used strategies for EL students and special needs students.

4. According to the data analysis, what changes could be made to the lesson and why? Please use specific examples from your student samples or note other specific evidence.

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The lesson was adapted during instruction because I quickly realized using cut out strips of paper for labels was not effective so I had the students write the labels on lines they drew onto the paper along with drawing their own arrows. Another thing that could be adjusted would be not including the reading of rainbow fish. By the end of the lesson, the reading seemed to be a less useful way to use time and did not really impact the learning.

If you were to develop and teach this lesson again, what would you do the same or differently to improve deep learning of content and academic language for the whole class of students and why?

Students were able to successfully grasp the content and academic language taught in the lesson, but to engage their learning deeper I would incorporate for vocabulary practice/activities to strengthen their knowledge. One way to do so would be having students write a sentence about the parts of the fish explaining why those parts are important. (ex. Goldfish have fins to help them swim.)

5. What should be done next to teach the students who were not successful in grasping the lesson? Explain what you would do next to advance the learning of the whole class of students. How could it be re-taught if given the opportunity?

a. Do you need to reteach any part of the lesson? Explain why or why not.

Based on the data I gathered from my rubrics, I believe the lesson was successful and that there are no parts necessary to reteach. The objective was for students to understand the purpose of the parts of the goldfish and to be able to identify those parts which students were able to do.

b. Based on what the whole class of students learned about the content you were teaching, what will you teach next?

Because this lesson was an overall success, the next step will be teaching students about the parts of guppies. The science unit is based on pairs of two so students will be taught about the parts of guppies and then we will begin instructing them on similarities and differences of the two fish.

6. Personal Reflection: What did you learn about yourself as a teacher, and how you want to teach in the future?

This lesson was a great opportunity for me to try new classroom management skills and also adapt to a changes out of my control as my master teacher had to leave abruptly. I proved to myself that even though the written portion of lesson planning can be tedious and stressful, the instruction portion of the lesson always flows a lot smoother and comes naturally. I want to always value the hard work that goes into the actual planning and understand that sometimes the perfect lesson plan that is written will need to be adapted in person and that is okay. Having a skill set that allows for me to adapt without additional worry and stress really has helped me and made a more confident teacher as I believe I can handle pretty much anything anyone throws at me.

### Part VII – Student Samples

Make copies or take clear pictures of student work for each level (high, middle, low, ELL and special needs students). Write comments on the copies. Include scores according to the formative assessment rubric categories. Also include information about how and what was communicated to the students regarding their work.

Student samples added as other files.