

Kimberlee Swenson

Teacher Work Sample

September 19-30, 2011

Campbell Elementary School (LPS)

Cooperating Teacher: Chris Martin

Context of Teaching

The students that I chose for this sample are kindergarten English Language Learner (ELL) students. The main focus of the ELL program is Language Arts. Our main focus is writing because we pull them out of their writing time with their general education teacher. The students that I work with are only with me for fifty minutes a day (from 11:50 AM until 12:40 PM). This causes some of our instruction to be shuffled around during the week if certain tasks take longer than was expected.

The kindergarten students I work with come from a variety of backgrounds. Some of the languages spoken are Dinka, Farsi, Arabic, and Vietnamese. There are eight students, five girls and three boys. The students are all level 1-2 ELL students. This classification is based on their reading, writing, speaking, and listening skills. These students are best interested in interactive tasks and seem to become slightly unruly when monotonous writing tasks are involved. They respond best to shared writings, songs, and interesting coloring/writing combination worksheets. At the moment none of my students have any identified special needs and they all seem to be successful at the same level. This may not be true as concepts and skills required become harder throughout the year.

Only two of my students are challenging in regards to behavior with one student simply not understanding when is an appropriate time to talk or act and one student being defiant. The second student has stated that she doesn't want to listen and that she at times doesn't feel like completing directed tasks. This student seems to want attention and does respond to purposeful positive praise. When I ask her to complete something correctly for me or tell her that it will make me happy if she does it, she generally will participate in an appropriate way.

The objectives listed in my lesson plans are objectives stated by the Lincoln Public School system that must be met for students to change levels. These objectives are what we are constantly thinking about and teaching to. The ability for students to accomplish an objective depends on their level. They must complete an objective 25% of the time when at level 1 and 50% of the time when at level 2. This continues to increase as they move up in levels.

Throughout this unit the main focus will colors. However, since the students are only with me for fifty minutes a day, some days require a different focus with colors being discussed in the introduction or conclusion, only. This is because of the great variety of concepts that must be covered in such a short amount of time and always is based on what students need to work on.

Pre-Assessment

Recognition of colors:

Student	Pink	Red	Yellow	Black	Brown	Purple	Green	Blue	White	Orange
Allen	X	X		X		X		X	X	
Amin	X	X	X	X		X		X		X
Diyar	X	X		X	X	X	X	X	X	
Hanan	X	X		X	X	X	X	X	X	X
Sepal	X	X				X	X	X	X	
Susan	X	X	X	X			X	X		X
Tamia	X	X	X	X	X	X	X	X	X	X
Zainab	X	X	X	X	X	X	X	X	X	X

Originally I assessed the students informally. I sang a song that required them to find a color as I said the color name. The students were often looking around at other students and I was unsure if they didn't know the answer or if they simply wanted to see how everyone else was doing. I had an idea of where students were in regards to this unit after this assessment but knew I needed to assess them individually. This individual assessment was done during work time. The students were pulled aside and asked to identify colors as they were shown to them, then were given all colors and asked to find certain ones. The reason for many of missed colors is the fact that the students do not know the English name for that color. Throughout the unit I plan to address a different color each day in order to increase recognition of the color connected to its name. Because so many of the students did know a majority of the colors, I changed my main focus from recognition of colors and color names to learning new language in relation to the colors. This means that the students would be more often identifying things that are a certain color and that I would be utilizing more group activities to increase language.

Lesson Plan Reflection

Unit Goal: For students to learn color names and relate them to the actual color.

Unit Objectives: -Students will participate in activities throughout the unit to extend concept knowledge 100% of the time.

-Students will be able to name colors shown to them with 100% accuracy.

Throughout this unit I was always bringing in colors and the discussion of what colors look like and what things are certain colors was always present. I needed to include a few days of lessons that focused on things like rhyming, sight words, and letters. All of these concepts were taught with as much focus on colors brought in as possible.

As I taught the first week I realized that there were a few things that I had printed off to get to that I wouldn't have time for simply because of time restraints. I then had to redo my second week plans to incorporate these things because I felt some of the concepts present in those printables were important to review.

I also found that students really loved the songs and activities that went with them. We had a color song we sang every day as well as a song about a particular color. I also taught them a few chants that had to do with colors. They really enjoyed learning them and sang along with them as soon as they could pick up some of the words. It was definitely a way to keep them focused. At one point I needed students to work quietly at their seats while I pulled students aside to do a shared writing with me. I was able to put on our CD with the color songs on it on a low volume and students were quiet to hear the songs and would sing along with them. This is the best behavior that I have seen from my students when working individually. I also would sing songs during transition times or between instruction for individual work to keep students quiet and focused.

Beyond these things there were not any revisions or modifications. My students were covering these concepts in their general classroom and so most had the concept learned before coming to my class. Our focus on the unit became more of a review in order to solidify the concepts into their knowledge.

In this unit, my one student who had said that she didn't want to listen also started a behavior plan in her classroom. This included a chart that was brought every day and she received a smiley face or a sad face depending on how she did. The chart was then sent home

every afternoon and it worked greatly to modify her behavior. Between that and the fact that she really enjoyed and gave attention to the songs we sang I had very few problems with her. My other student who has behavior issues also did better during this unit. I think that he has gotten used to how he needs to act at school and has adjusted better to that than he had earlier in the quarter.

Post-Assessment

Student	Pink	Red	Yellow	Black	Brown	Purple	Green	Blue	White	Orange
Allen	X x	X x	x	X x	x	X x	x	X x	X x	x
Amin	X x	X x	X x	X x	x	X x	x	X x	x	X x
Diyar	X x	X x	x	X x	X x	X x	X x	X x	X x	x
Hanan	X x	X x	x	X x	X x	X x	X x	X x	X x	X x
Sepal	X x	X	x	x	x	X x	X x	X	X x	x
Susan	X x	X x	X x	X x	x	x	X x	X x	x	X x
Tamia	X x	X x	X x	X x	X x	X x	X x	X x	X x	X x
Zainab	X x	X x	X x	X x	X x	X x	X x	X x	X x	X x

X-pre assessment

x-post assessment

I utilized the same method in my post-assessment as I did in my pre-assessment. I asked students to show me colors as I named them, then name colors as I showed them to the students. There was only one student who didn't get all of the colors correct in the post-assessment. I knew that the students were covering this information in their classrooms, so between that instruction and my instruction the students easily picked up on the concepts. My lowest level speaker is Sepal and she was also the one who did not get two of her colors. Because of this I feel that my assumption is correct that she doesn't know the English name of the color and this is causing incorrect answers.

I feel that students were much more confident in talking about and identifying colors as the unit progressed. Students also really enjoyed the songs and chants included that helped them learn about the colors and things that are certain colors. I also feel that my objectives were met for this unit because students made progress in identifying colors and students also succeeded in the daily informal assessment performed while doing activities each day. Also, according to the post-assessment results, my unit goal was also reached by almost 90% of students.

Experience Reflection

This unit was definitely different than if I had taught it in the general education classroom. It was difficult to know what teachers were covering and how much I was teaching as opposed to reteaching and reviewing. If I were to do this project again, I would probably try to do more hands on activities and have a greater focus on the colors. The problem was, however, that with a two week time frame for a unit and the fact that we had many other concepts to cover in that time, it was impossible to spend any more time that we did on colors. I also feel that with the students in my class it would be an interesting choice to do more hands on activities because my students seem to get distracted too easily when these types of tasks are utilized.

In conversation with my cooperating teacher, she mentioned many of the same things I had thought of in regards to any changes that could be made to this unit. She thought that the activities I chose and the ways that I carried them out were the best possibility for the abilities and needs of our students. She also agreed that it would be very different had the unit been taught in a general education classroom. Our unit needed to be focused on reading, writing, speaking, and listening, so the activities had a specific purpose behind simply learning color names and other concepts that go with this theme.

There are a few things that I would like to change if I had more time to focus on the unit and different students. I would have liked to focus more on the songs we sang in class. This would include discussing them, taking more time to learn them, and brainstorming new things we could include in the song that are whatever color we were talking about. I would also like to do more than just one day of activities per color in order to really cover more concepts than just color names and be able to spend more time talking about what things are what colors. Another change I would include would be to have students participate in more hands on activities if they could handle it.

Lesson Plan Template (Long Form)

Student Teacher's Name Kimberlee Swenson

Grade Level Kindergarten Subject ELL (Language Arts)

Name of Lesson Colors Overview/Blue Period/Time 11:50-12:40

I. **Goal:** To assess student knowledge of colors informally and review the color blue as well as review previously learned concepts.

II. **Objectives:** Students will say the alphabet with visual support and know individual sounds.

Students will begin to identify high frequency words.

Students will participate in discussion with the guidance of the teacher

III. **Adaptations for Diverse Learners**

Students are all level 1-2.

IV. **Materials:** Alphafriends sheets, whiteboards and markers, computer, AverMedia, color rings, Blue Book, Letter S activity, "I See Colors" shared writing from week before

V. **Procedure:**

A. Set / Hook:

Sing alphabet and do Alphafriends chant

Review the letter X learned that day in their classroom

Introduce color song: "Can you find the color red, the color red, the color red, can you find the color red and hold it up in the air?" (tune of Here we go Round the Mulberry Bush). Use color rings (binder rings with colored paper attached) to have students find the color and assess who does/doesn't know certain colors.

B. Transition: Projectable book, "Fruit Colors" on readingatoz.com. Have students identify color and any fruit they can. The book has predictable sentences so read them together as a group.

C. Group Lesson:

Blue Song on CD- Introduce by saying words and having students say along, then play CD and sing along with it.

"B-l-u-e spells blue, B-l-u-e spells blue, Hi-ho did you know, B-l-u-e spells blue. The big sky is blue, the ocean is, too. Hi-ho did you know, B-l-u-e spells blue."

Have students go to back table and get pencil boxes and go to their seats.

Pass out Blue Book. Have students complete the last page by teacher reading sentences aloud and students finding the word that goes in the blank. Have students then color the sky/water depending on page instructions. Keep singing blue song to encourage students to be able to write the word on their own in the book.

D. Transition: New directions.

E. Individual Work: Letter S activity

F. Transition: Clean up and sit on carpet at front of room.

G. Conclusion: Weekend share- Students share something interesting they did over the weekend.

VI. Assessment:

Color Song participation and discussion/participation in Blue Book

VII. Assignment:

None

Lesson Plan Template (Long Form)

Student Teacher's Name Kimberlee Swenson

Grade Level Kindergarten Subject ELL (Language Arts)

Name of Lesson Red Period/Time 11:50-12:40

I. **Goal:** For students to discuss the color red and increase vocabulary when identifying red objects. Also for students to review previously learned concepts (writing, rhyme, the word "I")

II. **Objectives:** Students will say the alphabet with visual support and know individual sounds.
Students will begin to identify high frequency words.
Students will participate in discussion with teacher guidance.
Students will begin to participate in grade appropriate activities with teacher guidance.

III. **Adaptations for Diverse Learners**

Students are all level 1-2.

IV. **Materials:** Alphafriends, whiteboards and markers, "Who Said Red," Scat the Cat sheets, handwriting books

V. **Procedure:**

A. Set / Hook: Sing ABC's and do Alphafriends chant

Review sight word "I" and difference of word/letter. Have students use the word in a sentence.

Color Song with color rings

Say Red song and have students practice then sing with the CD

"R-e-d red, r-e-d red, I can spell red, I can spell red, fire truck are red, stops signs are red, too, r-e-d, r-e-d" (Are You Sleeping)

B. Transition: Read, "Who Said Red"

C. Group Lesson: Make a list of red things on the board, have students draw pictures in a red marker beside the words on the white board

Scat the Cat story—Have students listen and color the cats the colors that Scat changes

D. Transition: Give new directions

E. Individual Work: handwriting page in Pre-handwriting book (Practice W, V, M, and N), walk around and have students identify colors individually from color ring.

F. Transition: Clean up and return to carpet

G. Conclusion: Have students give me one word that rhymes with “cat” in order to line up at the door.

VI. **Assessment:** Ability to color Scat the Cat sheets, discussion of red things, formal assessment of walking around and asking students to identify colors.

VII. **Assignment:**
None

Lesson Plan Template (Long Form)

Student Teacher’s Name Kimberlee Swenson

Grade Level Kindergarten Subject ELL (Language Arts)

Name of Lesson Yellow Period/Time 11:50-12:40

I. **Goal:** For students to think about the color yellow, general colors, and work on handwriting skills.

II. **Objectives:** Students will say the alphabet with visual support and know individual sounds.
Students will begin to identify high frequency words.
Students will participate in discussion with teacher guidance.
Students will begin to participate in grade appropriate activities with teacher guidance.

III. **Adaptations for Diverse Learners**
Students are all level 1-2.

IV. **Materials:** Alphafriends, book, “Little Blue and Little Yellow,” book, “The Deep Blue Sea,” computer and Elmo, Yellow Book, Handwriting page

V. **Procedure:**
A. Set / Hook: Sing alphabet and Alphafriends chant, Color Song, Yellow Song
“Y-e-l-l-o-w spells yellow, y-e-l-l-o-w spells yellow, like the early morning sun, when the day has just begun, y-e-l-l-o-w spells yellow” (If You’re Happy and You Know It)
Teach words to yellow song, put “yellow” on board to assist in singing and have students sing along with CD.

B. Transition: Read, “The Deep Blue Sea”

C. Group Lesson: Online color match (<http://www.liveandlearn.com/cgame/colors.html#ora1>): Given nine colors and asked to pick a particular color out of them.

Yellow Book: trace the word yellow, find yellow in an assortment of letters, and write “yellow” on your own

D. Transition: Give new directions

E. Individual Work: Handwriting page (straight lines, letters X and Z), color second yellow book (Color sun, flowers, etc. yellow)

F. Transition: Clean up

G. Conclusion: Share your favorite color to line up

VI. **Assessment:** Discussion and individual work

VII. **Assignment:**
None

Lesson Plan Template (Long Form)

Student Teacher’s Name Kimberlee Swenson

Grade Level Kindergarten Subject ELL (Language Arts)

Name of Lesson Green Period/Time 11:50-12:40

I. **Goal:** Students will work on the concept of green and the letter S.

II. **Objectives:** Students will say the alphabet with visual support and know individual sounds.
Students will begin to identify high frequency words.
Students will participate in discussion with teacher guidance.
Students will begin to participate in grade appropriate activities with teacher guidance.
Students will understand grade appropriate concepts with teacher support.

III. **Adaptations for Diverse Learners**

Students are all level 3-4 speakers/listeners and level 1 readers/writers.

IV. **Materials:** Alphafriends, book “Little Blue and Little Yellow,” “Did you ever see a lizard” written on chart paper, flip cards with colors (6), Green Book, snake “S” page, handwriting page

V. **Procedure:**

A. Set / Hook: Sing alphabet and do Alphafriends chant, Green song “G-r-e-e-n, g-r-e-e-n, I know how to spell green, g-r-e-e-n” (Row, Row, Row, Your Boat)—Introduce song then sing along with CD.

B. Transition: Read “Little Blue and Little Yellow”

C. Group Lesson: “Did you ever see a lizard, a lizard, a lizard? Did you ever see a lizard all dressed up in ____? With ____ eyes and a ____ nose and ____ legs and ____ toes. Did you ever see a lizard all dressed up in ____?” chant and actions—have students find the colors to change the song

Green book: practice writing green by tracing and writing on own.

D. Transition: New directions

E. Individual Work: S coloring page, handwriting page (tracing slanted lines)

F. Transition: Clean up

G. Conclusion: Rhyming word discussion

VI. **Assessment:** Song interaction and individual work

VII. **Assignment:**
None

Lesson Plan Template (Long Form)

Student Teacher’s Name Kimberlee Swenson

Grade Level Kindergarten Subject ELL (Language Arts)

Name of Lesson Orange Period/Time 11:50-12:40

I. **Goal:** Students will work on the concept of the color orange and will participate in a shared writing.

II. **Objectives:** Students will say the alphabet with visual support and know individual sounds.

Students will begin to identify high frequency words.

Students will participate in discussion with teacher guidance.

Students will practice new language in formal conversations.

Students will understand grade appropriate concepts with teacher support.

III. **Adaptations for Diverse Learners**

Students are all level 1-2.

IV. **Materials:** Alphafriends sheets, book, chart paper, markers, orange flip book

V. **Procedure:**

A. Set / Hook: Sing alphabet and do Alphafriends chant, Color Song- instead of using color rings have students get up and find the color in the room, Orange song, “O-r-a-n-g-e, o-r-a-n-g-e, o-r-a-n-g-e, orange is what that spells” (10 Little Indians)

B. Transition: Read, "I Went Walking"

C. Group Lesson: "I Went Walking" shared writing. Write the main components of the story (I went walking, what did you see?) on chart paper. Write the rest of the sentences with students based on animals and colors they want to write (I see a ____ ____ looking at me). Encourage students to spell colors and help identify sounds in the animal names.

D. Transition: Give directions for seat work

E. Individual Work: Orange flip book- color orange pictures and trace letters that make the words. Encourage students to think about the letters as they trace them and think about the sounds they make to make up the entire word. Model the thought process with the first picture (pumpkin) by saying each letter and the sound then putting the sounds together to make the word.

F. Transition: Clean up

G. Conclusion: Sing the color song and find it in the room again

VI. **Assessment:** Discussion and participation in shared writing

VII. **Assignment:** None

Lesson Plan Template (Long Form)

Student Teacher's Name Kimberlee Swenson

Grade Level Kindergarten Subject ELL (Language Arts)

Name of Lesson Purple Period/Time 11:50-12:40

I. **Goal:** For students to work on knowledge of sight words and alphabet recognition.

II. **Objectives:** Students will say the alphabet with visual support and know individual sounds.
Students will begin to identify high frequency words.
Students will follow text from left to right when reading.
Students will use picture clues and text patterns to read with teacher guidance.

III. **Adaptations for Diverse Learners**
Students are all level 1-2.

IV. **Materials:** Alphafriends, book "colors," "I See" book, S worksheet, Handwriting books

V. **Procedure:**
A. Set / Hook:

Say ABC's and do Alphafriends chant

Talk about the sight word "see" and review "I" What do they mean? Can the students use them in sentences?

Sing the color song and introduce the purple song

B. Transition: Read "colors"

C. Group Lesson: Read through the "I See" book. Circle and color the word "I" blue and the word "see" blue on every page. Read the book again as a class. Ask students to color certain parts of the book different colors, focusing on purple. Assess if students can locate the right color and if they have the language needed to locate the correct thing to color on the page.

D. Transition: Directions for individual work

E. Individual Work: S Worksheet, page from Handwriting Book

F. Transition: Clean Up

G. Conclusion: Share what you did over the weekend

VI. **Assessment:** Ability to complete "I See" book following directions.

VII. **Assignment:**
None

Lesson Plan Template (Long Form)

Student Teacher's Name _____ Kimberlee Swenson _____

Grade Level _____ Kindergarten _____ Subject _____ ELL (Language Arts) _____

Name of Lesson _____ Pink _____ Period/Time _____ 11:50-12:40 _____

I. **Goal:** Work on bettering students rhyming skills.

II. **Objectives:** Students will say the alphabet with visual support and know individual sounds.

Students will begin to identify high frequency words.

Students will use picture clues and text patterns to read.

Students will present a short oral report.

III. **Adaptations for Diverse Learners**

Students are all level 1-2.

IV. **Materials:** Alphafriends, book "Red Day, Green Day," "I See Colors," red things page, Handwriting book

- V. **Procedure:**
- A. Set / Hook:
Sing ABC's and say Alphafriends chant
Practice the letter "M"
Color song and introduce pink song
 - B. Transition: Read, "Red Day, Green Day"
 - C. Group Lesson: Finish "I See Colors" started 9/15- write color word and animal for students in pencil and have them trace over in the correct color crayon. Draw animals written about if time.
 - D. Transition: Give individual work directions
 - E. Individual Work: Red things page (color red and trace words underneath pictures), page from Handwriting book
 - F. Transition: Clean up
 - G. Conclusion: Read "I See Colors" with talking buddy
- VI. **Assessment:** "I See Colors" completion
- VII. **Assignment:**
None

Lesson Plan Template (Long Form)

Student Teacher's Name Kimberlee Swenson

Grade Level Kindergarten Subject ELL (Language Arts)

Name of Lesson Black and White Period/Time 11:50-12:40

- I. **Goal:** To work on alphabet recognition.
- II. **Objectives:** Students will say the alphabet with visual support and know individual sounds.
Students will begin to identify high frequency words.
Students will name upper and lower case letters.
Students will begin to participate in grade appropriate activities with teacher guidance.
- III. **Adaptations for Diverse Learners**
Students are all level 1-2.
- IV. **Materials:** Alphafriends, book "Colors," Sammy Seal S poster, Handwriting books, alphabet match sheet

- V. **Procedure:**
- A. Set / Hook:
Sing ABC's and say Alphafriends chant
Sing the color song and the black and white songs
 - B. Transition: Read "Colors"
 - C. Group Lesson: Do Sammy Seal S poster together. Sing the words then have students find all of the "S"s and color them green.
 - D. Transition: Give individual work instructions
 - E. Individual Work: Do the alphabet match worksheet followed by a page in the handwriting book.
 - F. Transition: Clean up
 - G. Conclusion: Review Rhyming Words- say two and ask if they match
- VI. **Assessment:** Participation
- VII. **Assignment:**
None

Lesson Plan Template (Long Form)

Student Teacher's Name Kimberlee Swenson

Grade Level Kindergarten Subject ELL (Language Arts)

Name of Lesson Brown Period/Time 11:50-12:40

- I. **Goal:** Students will work on rhyming words and the letter M recognition
- II. **Objectives:** Students will say the alphabet with visual support and know individual sounds.
Students will begin to identify high frequency words.
Students will identify upper and lower case letters
Students will begin to participate in grade appropriate activities with teacher guidance.
- III. **Adaptations for Diverse Learners**
Students are all level 1-2.
- IV. **Materials:** Alphafriends, book "Color Dance," index cards with rhyming words written on a pair, Mimi Mouse poster, green book, Handwriting book
- V. **Procedure:**
- A. Set / Hook:

Sing ABC's and say Alphafriends chant

Review the words "see" and "I"

Color song and introduce the brown song. Sing any requested songs.

B. Transition: Read, "Color Dance"

C. Group Lesson: Rhyming activity- Give students a main card and two card choices. Have students pick the right word that rhymes.

Color Mimi Mouse poster—color the M's orange

D. Transition: Directions for individual work

E. Individual Work: Handwriting page—do any pages that are left from earlier days (if they were absent), color green book (free color)

F. Transition: Clean up

G. Conclusion: Do more rhymes with the cards

VI. **Assessment:** Ability to participate in the rhyming activity

VII. **Assignment:**
None

Lesson Plan Template (Long Form)

Student Teacher's Name Kimberlee Swenson

Grade Level Kindergarten Subject ELL (Language Arts)

Name of Lesson Mixing Colors Period/Time 11:50-12:40

I. **Goal:** Learn about mixing colors.

II. **Objectives:** Students will say the alphabet with visual support and know individual sounds.
Students will begin to identify high frequency words.
Students will begin to participate in grade appropriate activities with teacher guidance.

III. **Adaptations for Diverse Learners**
Students are all level 1-2.

IV. **Materials:** Alphafriends, Polar Bear container, food coloring, bleach, Big M and Little M worksheet

V. **Procedure:**
A. Set / Hook: Say ABC's and Alphafriends chant
Practice the letter M on the whiteboard

Sing the color song and the mixing colors song

B. Transition: Polar Bear Story (Tell story of polar bear wishing to be different colors while changing the colors of the water with food coloring. At the end bleach the water so the polar bear is “white” again)

C. Group Lesson: Mixing colors with paint in color equations (ex: blue+yellow=green)

D. Transition: Wash hands and return to seats

E. Individual Work: Big M and Little M worksheets to practice writing the letter

F. Transition: Clean up

G. Conclusion: Rhyming words

VI. **Assessment:** Following directions and saying color names in group activity

VII. **Assignment:**
None