

Capstone Scoring Criteria Sheet

Name of Concordia Student Teacher Whitney Holle

Subject area Literacy Grade level Kindergarten

Theme or title of unit That's where milk comes from? ~The Farm

Unique composition of class: This class has 16 students. One of them has cerebral palsy, but gets around by crawling/using a walker. He also has a Para, but is very bright, loves to learn, is always eager to answer questions and participate. He can write and has good control of hands/arms. There is also a boy with explosive anger disorder. He has come a long way since the beginning of the year and rarely has any issues.

Name and email of mentor teacher jspencer@esu7.org

____/25 Stage 1

____/25 Stage 2, all boxes

____/25 Rubric

____/50 Hook

____/300 3 complete long form lesson plans that include:

- Standard
- Goal
- Objective
- Materials
- Modifications
- Procedure with time allotments
- Assessment (what, tool, what to write in grade book)

____/35 Evidence of student engagement

____/50 Comprehension strategy

What was your specific strategy? I will use the comprehension ladder with the book *Milk: From Cow to Carton*. This will help the student to see the progression from the farm

to the store, and then to themselves. We will also work with vocabulary while doing this, but it will not be the main focus.

_____/50 Vocabulary strategy

What was your specific strategy? Before we read the book we will go over new words. I will do this by actually have the objects (is practical) if not I will have a picture next to the written word on sentence strips for the students to read/see. These will be used in our reading, and writing the next couple of days. This chart will always be available and will be a version of a “subject word wall”.

_____/15 List of resources

+--Stage 1 - Identify Desired Results

Established Goals:

SS1.6 Students will identify basic economic concepts.

LA 0.2.1.c Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences); select and organize ideas relevant to a topic

Nebraska Department of Education

G

What understandings are desired?

Students will understand that. . .

U

Over-arching: Our food comes from Animals or Vegetation.

Topical: Milk comes from cows, Eggs comes from Chickens.

What essential questions will be considered?

Over-arching: Where do we get our food? Does it just appear in the store?

Topical: How does the milk get into the jug? Where do the people that put it in the jug get it from? Where are the eggs before they get placed in the carton?

Q

What key knowledge and skills will students acquire as a result of this unit?

Students will know. . .

K

That Milk comes from cows.

Where the store gets their merchandise.

Food comes from animals on the farm.

Vocabulary (farm animals/types of food)

Students will be able to. . .

S

....will be able to match up the animals and the food item they produce.

...identify important vocabulary (mostly farm animals and the products that come from them).

Stage 2 - Determine Acceptable Evidence

What evidence will show that students understand?

T

G=Students will match an egg carton to a picture of a chicken, A milk jug to a cow, a bag of corn chips to a corn plant ect.

R=Consumer/reporter

A=Classmates/teachers

S=We will read a book about the farm. We look at different food objects we consume and talk about where we think they come from. The students will then be able to journal about the farm/food. We will finish the final day with a matching game using egg cartons, milk jugs, chips...

P=They will then tell the class about their journals.

S=Standards on attached rubric.

Other Evidence (quizzes, tests, prompts, observations, dialogues, work samples):

OE

Writing/illustrations about the farm.

Matching Objects to words

Answers to numerous questions throughout lessons

Ordering of Ice cream book

Checklist from Dialogues

My ice cream (writing prompt)

Student Self-Assessment and Reflection:

SA

1. What was your favorite thing you learned?
2. Did you trouble with any part?
3. Which part did you have the most fun with?
4. What could I have done to make learning about the farm better?

Lesson Plan Template (Long Form)

Student Teacher's Name: Whitney Holle

Grade Level: Kindergarten

State Standard: LA 0.2.1.c Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences); select and organize ideas relevant to a topic

Subject: Literacy

Name of Lesson: Milk- Doesn't magically appear in your fridge.

Period/Time: 45 min

I. **Goal:** LA 0.2.1.c Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences); select and organize ideas relevant to a topic

II. **Objectives:** TSWBAT will be able to match pictures (with words) to real objects (can of corn, egg carton, milk) with 80% accuracy.

III. **Adaptations for Diverse Learners:** All students should be able to participate in all activities. I will informally assess and if a need for an accommodation arises we will work with the student/s to keep them all involved and learning.

IV. **Materials:** Corn, Milk jug, Egg carton, Apple, Cow, flour
Farm word strips
Milk: From Cow to Carton
Chart paper/Comprehension ladder

V. **Procedure:**

A. Set / Hook: 5 min- Hold up a milk jug, a can of corn, and an egg carton. Have the students tell me what each is. What do you think these could have in common? We will then evaluate each item and question till come up with they all came from a farm.

B. Transition: 2 min- Have any of you ever been to the farm? What other things do you see there?

C. Main lesson: 3-5 min- We will go over the new farm vocabulary. These will be the word strips with both a picture and the written word. (these will later go in a pocket chart for writing tomorrow and will be used later in this assessment for matching)

1 min- We will look at the cover of the book and begin by discussing what the book might be about from the title and cover.

15 min- 20 min- Read the book.

10 min- we will then use the comprehension ladder to show the steps that must be completed for us to get milk for the story. We will do this together on chart paper as a whole class.

D. Transition: 1 min- We will now use what we have learned about cows and milk and look at other products.

E. Conclusion: 3 min- Hold up an item (flour, egg, Milk, cream, corn, cow (goes in the barn) apple) and have a student show me the corresponding word/picture strip.

VI. Assessment: Students will place a cow in the field. They will then place a milk carton next to a picture of a cow to show that these two things correspond. They will also be able to put an egg carton next to a chicken. The “pictures” they will be matching the objects with will be sentence strips with both the words and the pictures (graded on rubric). These will then go into a pocket chart for them to use in writing in the next lesson.

VII. Assignment: No assignment for the day.

VII. Self Evaluation: (On Back)

IX. Coop’s Comments: (On Back)

Lesson Plan Template (Long Form)

Student Teacher's Name: Whitney Holle

Grade Level: Kindergarten

State Standard: LA 0.2.1.c Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences); select and organize ideas relevant to a topic.

Subject:

Literacy

Name of Lesson: Writing about the farm

Period/Time: 45 min

I. **Goal:** LA 0.2.1.c Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences); select and organize ideas relevant to a topic.

II. **Objectives:** TSWBAT Write 2-3 sentences using at least 1 if not 2 or 3 new farm words. They will also draw an illustration for these sentences.

III. **Adaptations for Diverse Learners:** All students should be able to participate in all activities. I will informally assess and if a need for an accommodation arises we will work with the student/s to keep them all involved and learning.

IV. **Materials:** The Giving Farm By Vicki Witcher (on sentence strips)
Pocket Chart
Farm words on Sentence strips
Lined paper for writing with space for illustration

V. **Procedure:**

A. Set / Hook: 2 min: Can anyone tell me what the book we read yesterday was about?

B. Transition 1 min: Today we will read a poem about the same thing. Lets look at the pocket chart at the front of the room.

C. Main lesson: 3 min: Chorally read "The Giving Farm" by Vicki Witcher (which has been turned into sentence strips on the pocket chart.

5 min: Discuss the different foods listed and where they came from. Have the students ever had any of these? Did they like them?

10-15min: They will then have time to write 2-3 sentences about the farm, using the words from yesterday in the pocket chart. They will also be given time to illustrate their writing. (I will circulate, helping, and adding "adult" Spelling to their writings.

10-15min: The students will read their writing to the class and show their picture. They will each get to come up to the front to do this.

D. Transition: 2 min: Did we all write about the same thing? Did we all write in the same style?

E. Conclusion: 3-5 min: We will once again read the poem chorally and see if anyone wrote in the same poetic style.

VI. Assessment: The students will be writing sentences about the farm. This will then be evaluated for a grade (see criteria on Rubric).

VII. Assignment: They are to read their sentences to their parents.

VII. Self Evaluation: (On Back)

IX. Coop's Comme

Lesson Plan Template (Long Form)

Student Teacher's Name: Whitney Holle

Grade Level: Kindergarten

State Standard:SS1.6 Students will identify basic economic concepts. Subject: Literacy/Social Studies

Name of Lesson: Where does my Ice Cream come from?
min

Period/Time: 30 Min/14min/ 10 min

I. **Goal:** SS1.6 Students will identify basic economic concepts. (This is the Farmer as the seller and themselves as the buyer)

II. **Objectives:** TSWBAT order their book about making ice cream. TSWBAT tell me where Milk comes from when asked 100% of the time. TSWBAT to write a sentence or two in their journal's about Ice cream making with proper sentence structure.

III. **Adaptations for Diverse Learners:** All students should be able to participate in all activities. I will informally assess and if a need for an accommodation arises we will work with the student/s to keep them all involved and learning.

IV. **Materials:** 17 Copies of Ice cream book
17 red barns
17 cover pages
Stapler
Crayons
Recipe on Poster board
Eggs, Milk, Whipping cream, Vanilla, Sugar, Whole Milk,
Ice, Rock salt
Ice cream freezer & motor(sink)
Bowls, spoons
Journals
Pencils

V. **Procedure:**

A. Set / Hook:

2 min- What is on treat that we get to eat that comes out of the freezer?
We can have it on cones or in a dish... We sometimes put chocolate syrup on it...

B. Transition :

1 min- Ice cream! That's right and today we will be learning about Ice cream and where it comes from. Just like we learned about milk and eggs!

C. Main lesson:

1 min- Students will get handed 6 pages of the book.

3-5 min- Read each page with the students out loud and then allow them to line them up on their tables in the order that they believe they go in.

2 min- As a whole class make sure that their pages are in the correct order. This will be done by reading the first page and holding it up to

make sure they have it first in line and writing a 1 in the bottom right corner and then going to the second page.

1 min- Hand out the red barn background and cover sheet.

3-5 min- Have them stack the pages in order and lay them on their barn. They will then write their title on the cover page. While this is going on I will be helping them staple it together and they can also write their name at the top of the barn.

3-5 min- We will chorally read the book together. We will pass on the word “vat” and discuss its meaning.

3-5 min- We will discuss these questions:

What roll does the farmer have?

What does the cow do?

What happens after the Ice cream goes to the store? If we buy it what would that make us?

D. Transition-

2 min- Well we have a special treat this afternoon that our book tells us about. Does anyone know what that might be? Ice cream.

Mini-lesson- (after we come in from recess)

Hook- 1 min -What did we say we were going to have this afternoon? Ice cream!

Transition- 1 min- But first we need to make it, I’m going to need all of your help with this so please come gather round the table at the front of the room. (Window side sit, Cubby side and door side stand behind them)

Main lesson- 10 min- Using a recipe that I have made big on poster board the students will help me mix all the ingredients together in a bowl and then put it in the ice cream freezer. Along the way I will ask, “where did this egg come from, how about this milk, what about the cream?”

Transition- 1 Take it over to the sink and show them how I will pack ice around it and start it turning.

Conclusion- Tell them that after rest time it will be done and we can have it for snack and dismiss them for rest time.

Mini-lesson- (after rest time)

Hook- 30 sec- Are you read for ice cream?

Transition- 1 min- Helper will you come get the bowl and take it to each student, Spoons will be handed out by Coop Teacher.

Main lesson- SNACK TIME! After they have finished eating one helper will clean up the trash while another is passing out their journals.

8 min- They write to the prompt= My Ice cream... We walk around checking their work.

2 min- Share your sentence with your table partner and then return your journals.

E. Conclusion-

3 min- Where does our ice cream come from? Where do we purchase it from?

Go home and tell your parent's where we get ice cream from and read them your book about!

VI. Assessment: The students will need to organize their books and put them together in the correct order (from cow to store). They will be informally assessed by their verbal answers to the questions during the making of the ice cream. (Are they able to tell me where the egg they are adding to the mixture comes from?) This will be recorded on a check list. We will also be reading/adding "adult" spelling to their sentences. This will also be recorded on a Rubric.

*Checklist will be +/- charts that can be recorded in the grade book.

VII. Assignment: Read their book to their parents and tell them about the ice cream that they made in class.

VII. Self Evaluation: (On Back)

IX. Coop's Comments: (On Back)

Resources: <http://www.kidzone.ws/thematic/farm/favorite1.htm>

<http://www.kinderkorner.com/farm.html>

The Giving Farm

By Vicki Witcher

Hens give eggs.

Pigs give ham.

Cows give milk.

Strawberries give jam.

Bees give honey.

Goats give cheese.

Farms give food,

I'd like some, please.

Milk: From Cow to Carton **By: Aliki**