

# Teacher Work Sample



Allie Mitchell

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Campbell Elementary

Lincoln, NE

Amy Dixon

## Context of Teaching

I am student teaching in a Kindergarten English Language Learners (ELL) classroom. ELL is a pull out program at Campbell Elementary and I have 4 different classes. The class that I am including in my teacher work sample is the last class I have every day.

This class is quite unique. Since it is ELL I have students from several different nationalities. There are six girls and three boys. All of the students that have been assessed are level one. There are still two students where we are waiting for their level placement but compared to the other students, they probably fall under level one. Two students have an Arabic background, one student has a Korean background, three students have a Vietnamese background, two have a Spanish background and one has a Ukrainian background. Helen, the girl with the Korean background, has been diagnosed as Developmentally Delayed.

## Pre-Assessment Instrument

I pre-assessed the students by taking each one aside and pointing to a certain color on a paper and they had to tell me what the color was. I checked all the colors they knew and told them that if there was one that they didn't know it was okay and we would just move on to the next color.

Name	Red	Yellow	Blue	Green	Black	White	Orange	Purple	Brown	Pink	Gray
Ayat	6	6	6	6	6	6	6	6	6	6	
Baneen	6	6	6	6	6	6	6	6		6	
Helen	6	6	6	6	6	6	6	6	6	6	6
Crystal	6	6	6	6	6	6	6	6	6	6	
William	6	6	6	6	6		6			6	
Tuong	6	6	6	6	6	6	6	6	6	6	6
Andrey	6		6				6				
Eliel	6	6	6	6	6	6	6	6	6	6	
Yaritza					6	6		6		6	

As the chart shows, the students already know a majority of the colors. There are a couple that do not have many down but that is what this unit is for. There was not one color that all the students knew. A majority of the students didn't know the color brown or gray.

## Lesson Plan Template (Long Form)

Student Teacher's Name \_\_\_\_Allie Mitchell\_\_\_\_Grade

Level\_\_Kindergarten\_\_

State Standard\_\_demonstrate knowledge of the English Alphabet & knowledge of different colors\_\_ Subject\_\_ELL\_\_\_\_

Name of Lesson\_\_\_\_Alphabet/Rainbow Clouds\_\_\_\_Period/Time\_\_50 mins.\_\_\_\_

I. **Goal:** Recognizing Colors

II. **Objectives:** Students will be able to locate and trace their name.

III. **Students will be able to listen and follow directions.**

IV. **Students will be able to use the correct color when they trace their names.**

III. **Adaptations for Diverse Learners:** Assist them individually when they are working individually at their desk.

IV. **Materials:** Alpha friends letter "X" (Mr. X-Ray X) Alpha friends book and CD, cloud cut outs with names on them, colored streamers, waded paper to stuff clouds, giant laminated colored crayon cut-outs, crayons, & glue

V. **Procedure:**

A. Set / Hook: Have them trace their name on the laminated sheets and when they are done tell them to sit down in front of the white board and work on alphabet flash cards while waiting for other students to finish tracing their name. Introduce letter "X" and review the alphabet up until the letter "X." Sing it together as a class.

B. Transition: Go over the colors by handing each student a laminated crayon cut out and asking, "Who has \_\_ (insert color) \_\_\_\_." If they have the color then have them come up and place it on the white board. When all colors are done, go over them as a class one last time. Then, tell them the directions of what we're going to do when they go back to their table—they each will trace their name with the color I tell them to trace it with.

C. Main lesson: When they are done tracing with all the colors, show them the next step. They need to unfold their cloud so it's open. Show them how to glue the streamers on the cloud and that "one dot does a lot" Go through the colors as you glue them on. Then tell them they each will get 6 colors of streamers and they can glue them in whatever order they want. Have the students glue the streamers.

D. Transition: When they get done go around to each student and take 2 pieces of paper and put it on the inside of the cloud to make it 3D and staple it shut.

E. Conclusion: When the students are done, allow them to go look at library books on color that are in your classroom.

VI. **Assessment:** Assess by observing the students' ability to follow directions and watch if they use the right color to trace their name.

VII. **Assignment:** None

VII. **Self Evaluation:**

I thought this lesson went really well. The kids were engaged the whole time. I still had to help more kids than others with selecting the correct color. I think if I taught it over again I would try a better system of stapling the kid's clouds because that got a little hectic.



### Lesson Plan Template (Long Form)

Student Teacher's Name \_\_\_\_Allie Mitchell\_\_\_\_Grade Level\_\_\_\_Kindergarten\_\_\_\_

State Standard\_\_demonstrate knowledge of the English Alphabet & knowledge of different colors\_\_\_\_ Subject\_\_\_\_ELL\_\_\_\_

Name of Lesson\_\_Alphabet/Shaving Cream Colors\_\_\_\_Period/Time\_\_50 mins.\_\_\_\_

#### **I. Goal:**

- V. Objectives: Students will be able to locate and trace their name.**
- VI. Students will be able to listen and follow directions.**
- VII. Students will be able to say the correct color when they are told to mix it with the shaving cream.**

**III. Adaptations for Diverse Learners:** Use extra vocabulary so that they will be able to understand.

**IV. Materials:** Alpha friends letter "Y" (Yeta yo-yo) Alpha friends book and CD, shaving cream, food coloring, *Mouse Paint* by Ellen Stoll Walsh

#### **V. Procedure:**

A. Set / Hook: Have them trace their name and when they are done have them sit down in front of the white board and work on letter recognition. Introduce letter "Y" and review the alphabet up until the letter "Y" Sing it together as a class.

B. Transition: Read *Mouse Paint*, Go over the colors and when some colors are mixed with others they change and make a new color. Ask them if they're ready to get messy! Then, tell them to walk back to their seat.

C. Main lesson: Give each person a squirt of shaving cream and a drop of red. Have them mix it with their hands and then add a drop of yellow on another squirt of shaving cream. Tell them to mix the two together with their hands. Ask, "What color does red and yellow make?" (orange) and keep doing this with the other colors. When all the colors are mixed, tell them to write their name with their finger in the shaving cream. Then, when they're done with that, tell them to write different letters and observe to see if they are able to write the different letters.

D. Transition: Have the kids line up to wash hands. Make sure to tell them to fold their hands and not touch anything else while waiting in line. Once their hands are washed, have them go over to the reading corner and read books quietly.

E. Conclusion: While they are reading, clean up the desks and then have them line up when it's time to go.

VI. Assessment: Assess by observing the students' ability to follow directions and watch if they can say the right color to mix and if they know the color it's going to make before they mix the two together.

VII. Assignment: None

VII. Self Evaluation:

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VIII. This lesson was a lot of fun. It didn't get as messy as I thought it would be. It was more of a "controlled mess." It was fun seeing the kids reaction when the colors mixed and how they all marveled that two different colors can make a new color. If I could do it over again I probably would try to make a new and efficient way of having them wash their hands rather than having everyone stay in line because that got too long for some kids.

IX. X. Coop's Comments: (On Separate Sheet)



### Lesson Plan Template (Long Form)

Student Teacher's Name \_\_\_\_Allie Mitchell\_\_\_\_Grade Level\_\_\_\_Kindergarten\_\_\_\_

State Standard\_\_demonstrate knowledge of the English Alphabet & knowledge of different colors\_\_\_\_ Subject\_\_\_\_ELL\_\_\_\_

Name of Lesson\_\_\_\_Alphabet/Mouse Paint\_\_\_\_Period/Time\_\_\_\_50 mins.\_\_\_\_

#### **I. Goal:**

- VIII. Objectives: Students will be able to locate and trace their name.
- IX. Students will be able to listen and follow directions.
- X. Students will be able to recognize the different colors and what the colors turn to when they mix with each other.

III. Adaptations for Diverse Learners: Using more vocabulary so that the students will be able to understand. Also, pay close attention to them and if they need any extra assistance be there and ready to help them.

IV. Materials: Alpha friends letter "Z" (Zelda Zebra) Alpha friends book and CD, giant Mouse Paint book and Mouse Paint booklets, ELMO video camera

#### **V. Procedure:**

A. Set / Hook: Have them write trace their name and when they are done, have them sit down in front of the white board and work on the alphabet. Write all the letters of the alphabet and then one by one have them look for a certain letter and then make them erase the letter once they find it. Afterward, Introduce letter "Z" and review the alphabet up until the letter "Z" Sing it together as a class.

B. Transition: Read *Mouse Paint* for the second time, Go over the colors again and hand out the booklets. Have the kids go back to their seat and turn on the ELMO camera.

C. Main lesson: Tell them to write their name on the cover. Then have them flip the page. Refer back to the big book and ask what colors were mixed at the beginning of the book. (yellow and red) Have them hold up their yellow crayon and then tell them to color the first mouse yellow. (do this on your own booklet under the Elmo while they're doing it) Do the same with the red and then ask what color red and yellow make when they mix and some will say "orange." Have them hold up their orange crayon and tell them to color the bottom mouse orange. When done, ask them what letter they think orange starts with. Sound it out and spell it together as a class. Do the same with Blue/Yellow and Red/Blue. Have them draw their own mouse on the second to last page. Model it for them.

And then with the last page go through the colors and ask what color starts with a “guh” and they’ll say “green.” Ask what letter makes the sound “guh” and they’ll say “g.” Ask where the location is of the color that starts with “g” and they’ll point and you’ll keep directing them like this with the rest of the colors.

D. Transition: Put crayons away.

E. Conclusion: Line up.

**VI. Assessment:** Assess by observing the students’ ability to follow directions and watch to see if they know what color they should use.

**VII. Assignment:** None

**VII. Self Evaluation: (On Back)**

The booklet is a good assessment and activity to do together as a class. It’s easy to see if the students could follow directions. However, it did get rather repetitive when we did three pages of the same thing only with different colors. Also, some kids would get done with their pages before others so I wish there was something that the students could do while they were waiting for their classmates to be done with the page.



### Lesson Plan Template (Long Form)

Student Teacher's Name \_\_\_\_Allie Mitchell\_\_\_\_Grade Level\_\_Kindergarten\_\_

State Standard\_\_demonstrate knowledge of the English Alphabet & knowledge of different colors\_\_\_\_ Subject\_\_ELL\_\_\_\_

Name of Lesson\_\_\_\_Alphabet/Brown Bear Book\_\_\_\_Period/Time\_\_50 mins.\_\_\_\_

#### **I. Goal:**

- XI. Objectives: Students will be able to locate and trace their name.
- XII. Students will be able to listen and follow directions.
- XIII. Students will be able to recognize different colors and be able to think of an animal they can draw and what color the animal will be.

III. Adaptations for Diverse Learners: Use simpler vocabulary with them. When they are at their desk, assist them more when needed.

IV. Materials: *Brown Bear, Brown Bear What do you see? By Eric Carle*, blank pieces of paper, crayons.

#### **V. Procedure:**

A. Set / Hook: Have them trace their name and when they are done sit down in front of the white board and work on alphabet flashcards with the students. Have the lowercase letters on the pocket chart and give each student a capital letter and make them match the capital letters to the lowercase letters.

B. Transition: Talk about question marks and periods. Read *Brown Bear, Brown Bear What Do You See?* While reading through the book ask different students if they can point to the question mark and ask other students if they can point to the period.

C. Main lesson: While still on the floor, show them that you want each of them to draw an animal a certain color. For example: I see a Pink Flamingo looking at me. So I would draw a Flamingo that is pink. Then ask what letter does Flaming start with. It sounds like "fuh." They should say F. Write an F and ask the students to do the same with their animals. Have the kids think about what their favorite color is and what animal they were going to draw. When they have it in their mind tell them to tell you what it is and what color. Then, give them a sheet of paper for them to go to their desks and draw and color it.

D. Transition: Have them keep their paper on their desk and then we will do a museum walk where everyone gets to walk around and see each others drawings.

E. Conclusion: Pick up papers and get in line.

VI. **Assessment:** Assess by observing the students' ability to follow directions and watch to see if they know what color they should use when they say the color and animal they are going to draw.

VII. **Assignment:** None

VII. **Self Evaluation:** (On Back)

VIII. This lesson went really well. The students still need some work on question marks and periods. But they're starting to really understand their colors. If I had to do it over again I think I would have the students show me what animal they were going to draw because some of them said they were going to draw me a certain animal but then ended up drawing a different animal. That also could be their lack of understanding directions though too.

IX. **IX. Coop's Comments:** (On Separate Sheet)

## Lesson Plan Template (Long Form)

Student Teacher's Name \_\_\_\_Allie Mitchell\_\_\_\_Grade Level\_\_\_\_Kindergarten\_\_\_\_

State Standard\_\_demonstrate knowledge of the English Alphabet & knowledge of different colors\_\_\_\_ Subject\_\_\_\_ELL\_\_\_\_

Name of Lesson\_\_\_\_Alphabet/Interactive Writing\_\_\_\_Period/Time\_\_\_\_50 mins.\_\_\_\_

### **I. Goal:**

- XIV. Objectives: Students will be able to locate and trace their name.
- XV. Students will be able to listen and follow directions.
- XVI. Students will be able to recognize what color of animal they see.
- XVII. Students will be able to use the high frequency words, "I" and "See"

III. Adaptations for Diverse Learners: Help them out a little by giving them prompts to what the color of their picture is.

IV. Materials: Alpha friends book and CD, poster board, marker, listen and move cd by Greg & Steve, and song in case the students get antsy

### **V. Procedure:**

A. Set / Hook: Have them trace their name and when they are done, have them sit down in front of the white board and practice with alphabet flashcards while students are waiting. Review the AlphaFriends as a class.

B. Transition: Talk about the different animals they drew and colored yesterday and tell them what we're going to do today.

C. Main lesson: Write on the poster board while the kids say what animals they see. Randomly pick from the classes pile of pictures and have each student come up to the front of the class and say what color and animal they drew. Ask the students what two words do I need to write at the beginning of my sentence?" (they should respond with "I See") Then write "I see a" in black and ask what color the animal is for example "blue" and write "blue" with a blue marker and with the black marker again write the name of the animal. For example, "horse" and ask, "what letter does "ha-ha-horse" start with"? (they should be able to say h so write an "h" and then the rest of the word. Ask what does the sentence need to end with? (they should say a period.) Do this with each student.

D. Transition: It gets long for the students so halfway through the lesson do something that gets them moving. I used the listen and move cd from our Five Senses unit plan and I asked them "what sense do we use for this activity?" (they should be able to say hearing.)

E. Conclusion: Come back to the carpet, finish the lesson, and then read all the sentences we wrote together as a class.

**VI. Assessment:** Assess by observing the students' ability to follow directions and watch to see if they know what color they see.

**VII. Assignment:** None

**VII. Self Evaluation:** (On Back)

I wish there was some other way of doing this but my teacher said that they just need to learn to be patient. It got long and redundant but I think it really helped to have the break time in the middle for the students to release some of the energy that was being built up when they were just sitting on the floor.

**IX. Coop's Comments:** (On Separate Sheet)

## Post-Assessment Instrument

Name	Red	Yellow	Blue	Green	Black	White	Orange	Purple	Brown	Pink	Gray
Ayat	6	6	6	6	6	6	6	6	6	6	
Baneen	6	6	6	6	6	6	6	6		6	
Helen	6	6	6	6	6	6	6	6	6	6	6
Crystal	6	6	6	6	6	6	6	6	6	6	6
William	6	6	6	6	6	6	6	6		6	
Tuong	6	6	6	6	6	6	6	6	6	6	6
Andrey	6		6				6	6			
Eliel	6	6	6	6	6	6	6	6	6	6	6
Yaritza		6	6		6	6	6	6		6	

I post assessed the students by using the pre-assessment instrument. I pointed to different pictures of crayons that are different colors on a piece of paper, which was the same paper I used for the pre-assessment. I told them to say the color of the crayon that I pointed to. I left the colors checked on the sheet that they knew and could say again. I put a red mark on the box of the color that they didn't know before, but have learned throughout this unit and could say.

It is really encouraging to look at the results. Before the unit there wasn't one color that all the students knew. Now, after the unit all of the students know three: blue, orange, and purple. However, I wish I did more stuff on the color gray. It looks like only two students picked up on what the color gray is.

Individually a lot of the students knew most of their colors before the unit. It was good to see that no one lost the knowledge of a color. Crystal and Eliel were two of the three students that knew all the colors except for gray and picked up on gray. I think that's probably because since they knew the other colors they didn't have to work as hard on learning them so they picked up on the new one: gray. I was really happy with Yaritza picking up on three new colors. She has had somewhat of a hard time in class. She knows some English but she doesn't talk much and part of the time she's off in her own world. It was great seeing that even though she is like that she still learned 3 new colors.

I think the constant reminder and question prompting out of the whole unit used each day really helped the students learn the colors and make them put it in long-term memory.

## **Experience Reflection**

I didn't realize that the more activities of color you do with the students the more they will pick up. I tried doing something different each day so it's not a repetitive "repeat after me, these are the words." type Unit.

I would pay more attention to the pre-assessment next time I taught this. I'm not quite sure why but after I marked off the colors they knew I didn't pay attention to, "Okay, who needs more help than others?" or, "What colors are the ones that most of the kids need to look at. I'm kicking myself for it now because that's what the tool is for but for some reason I was so focused on what we were going to teach that it went over my head. If I made this change then I believe more students would have learned more of the colors and better results would have shown.

In regards to content, I think I would have liked to focus more on one or two colors each day and dive deep into individual colors. It was good to constantly talk about the colors and bring them into every lesson but I think if I would teach it again I would teach each color individually. I would do this because then I believe it would sink into the students brain and the students that don't have much knowledge of the colors would be able to focus on a color at a time and not try to learn 11 different colors at the same time.

Other than that I think this unit went really smooth and improvements were made and students learned and I think that is what is most important.