

WILLIAM PATERSON UNIVERSITY
Department of Elementary and Early Childhood Education

CIEE 322
Modified Teacher Work Sample

Assignment #1: LEARNING GOALS

Candidate Name:

I. Subject Areas: Social Studies and Language Arts

II. Topic and Core Standards: Families

- **6.1.P.D.1:** Describe characteristics of oneself, one's family, and others.
- **6.1.P.D.2:** Demonstrate an understanding of family roles and traditions.
- **6.1.P.D.3:** Express individuality and cultural diversity.
- **CCSS.ELA-LITERACY.L.1.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

III. Concept(s): Different kinds of families

IV. Essential Question: What makes a/your family?
How do families work together?

V. Learning Goals / Objectives:

- Students will be able to recognize ["new"] terms about family: Parent, Sibling, family tree, ancestor, and tradition.
- Students will be able to draw and label a picture of their own family.
- Students will be able to identify similarities and differences between each other's families.
- Students will be able to create a family tree.

VI. Resources and Materials:

- *All kinds of Families* by Norma Simon and Joe Lasker
 - This book talks about and has pictures of what a family is," touching on many different kinds of families, which students may have.
- Papers/Family drawing worksheets
- My own drawing of my family/Anchor chart
- Family Tree worksheet
- "Who in your family...?" Worksheet
- Supplies

Assignment #2: ASSESSMENT PLAN

Candidate Name: _ Grade: 1st

Lesson Topic: Families

Concept: Different Kinds of Families

Essential Question: What makes up a/your family? How do families work together?

Learning Goal	Format of Assessments (Specify which part of / question on assessment)	Differentiation of Assessments
<p>Learning Goal #1: Lower Order</p> <p>Draw and Label A Picture of your Family and complete the “Who in your family...?” worksheet</p>	<p>Pre-assessment / Post-assessment (identical): Fill in the blank worksheet</p> <p>Formative Assessment(s):</p> <ul style="list-style-type: none"> • Students Draw and color a picture of their family. • Students Label the members of their family in their drawing using terms we discussed in class. • Students use correct spelling. • Students fill out the worksheet using complete sentences and terms we discuss in class. 	<p>Pre-assessment / Post-assessment: Use Word bank on fill in the blank worksheet</p> <p>Formative Assessment(s):</p> <ul style="list-style-type: none"> • Students Draw and color a picture of their family. • Students Label their family members using just their names, but can verbally distinguish between the terms we discussed/labels their picture with teacher assistance. • Students fill out worksheet using terms we discuss in class.
<p>Learning Goal #2: Higher Order</p> <p>Create a Family Tree</p>	<p>Formative Assessment(s):</p> <ul style="list-style-type: none"> • Students will draw and complete a family tree, going back two generations (to their grandparents) and properly name and label each person. • Students will draw a picture of each family member. <p>Post-assessment (Create/Performance Task):</p>	<p>Formative Assessment(s):</p> <ul style="list-style-type: none"> • Students will fill out a premade family tree format. <p>Post-assessment (Create/Performance Task):</p>

Assignment #3: DESIGN FOR INSTRUCTION

Suggested Sequence: Pre-Assessment, Teach (Day 1); Review, Practice Skills (Day 2); Review, Create / Performance Task, Post-Assessment (Day 3)

Candidate Name: Grade: 1st

Multidisciplinary Lesson Plan

Assessment Plan

Subject Area (s): Language Arts and Social Studies Lesson Topic: Families Concept: Different kinds of Families Grade: 1st

ESSENTIAL QUESTION(S):

What makes up a/your family?
How does your family work together?

RELEVANT CONTEXTUAL FACTORS: I must be aware of terms and definitions I use to describe a family because not all families are the same, and not all students have a mom/dad/etc. as their caregiver.

Standard:

- **6.1.P.D.2:** Demonstrate an understanding of family roles and traditions.
- **6.1.P.D.3:** Express individuality and cultural diversity.
- **CCSS.ELA-LITERACY.L.1.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Learning Goal(s) (Low Level):

- Students will Draw a picture of their family and label each member.
- Students will complete the “Who in your family...?” worksheet.

Assessment(s):

- Students will correctly label each member of their family using terms we discussed in class. (parent, sibling, ancestor, family tree, tradition)
- Students will use terms we discussed in class to complete the worksheet, using complete sentences if possible).

Learning Goal(s) (High Level):

- Students will create a family tree using drawings and labels for each family member.

Assessment (Performance Task)(s):

- Student will label each family member with a name and term we discussed in class going back two generations (to their grandparents)
- Students will complete a drawing to go along with each family member.




Resources: *All Kinds of Families* by Norma Simons and Joe Lasker

Accommodations/Modifications: Students may need word banks, or teacher assistance when labeling their family members, or filling out their work sheets. Some students also may not be able to write a complete sentence to answer questions on their “Who in your family...?” worksheet.

Design for Instruction

	Teacher	Students
<p>MOTIVATE: (Connect to prior knowledge)</p> <p>Minutes: <u>10-15</u></p>	<p>Teacher will hand out the Pre-Assessment Fill in the blank worksheet. They will read the word bank aloud to the class, as well as read through each question, prompting children not to call out their answers. (See Appendix pg 15)</p> <p>Play “Stand Up, Sit Down” game: Teacher asks questions and students stand up (for yes) or sit down (for no) to answer. Questions should pertain to types of families:</p> <ul style="list-style-type: none"> • Who has a mom/dad? • Who has a brother or sister? • Who has more than one brother/sister? • Etc. 	<p>Students will use the word bank to fill in the blanks on their Pre-Assessment (See Appendix pg 15)</p> <p>Students will listen carefully to questions during the “Stand up, Sit Down” game; students will stand up or sit down to show their response.</p>
<p>TEACH & ASK QUESTIONS/SCAFOLD: (Convey expert knowledge; Ask low/high questions)</p> <p>Minutes: <u>30-35</u></p>	<p>Read <i>All Kinds of Families</i></p> <p>Ask students Questions while reading</p> <ul style="list-style-type: none"> • “A family is a group of people who take care of each other. Why does this book have a picture of a girl lying in bed?” • “If someone lives far away, like a mom, or a dad, or a brother or sister, how/why do you think they are still part of your family?” • “Are there any stories your families tell over and over?” • “What special things do you do with your family?” <p>Present Anchor Chart with family ”Vocabulary” to students (See Appendix pg 20)</p> <ul style="list-style-type: none"> • Parent (mom, dad, etc.) • Sibling (brother, sister) • Tradition • Ancestor • Family Tree 	<p>Students will listen to the story</p> <p>Students will turn and talk to a partner, and raise their hands to answer questions.</p>
VISUALIZATION	Teacher will present a drawing of their	Students will listen carefully

<p>AND TECHNOLOGY:</p> <p>Minutes: <u>20-25</u></p>	<p>own family and talk about each member with the class. (See Appendix pg 21)</p> <p>Teacher will assist students in the completion of their own drawings. (See blank worksheet on Appendix pg16)</p> <p>Teacher will select a few students who wish to share their drawings/talk about their families (cap at 4-5 students). Teacher will ask questions, prompting students to talk about aspects of their families that make them different (compare their picture to the teacher’s example).</p>	<p>Students will draw pictures of their own families and label each member using terms we discussed in class. (See student examples on Appendix pg 24-25)</p> <p>Students will raise their hand and share their drawings with the class/talk about their family.</p>
<p>PRACTICE SKILLS:</p> <p>Minutes: <u>10-15</u></p>	<p>Teacher will pass out and assist students with the completion of their “Who in your family...?” worksheet (See blank worksheet on Appendix pg 17)</p> <p>Teacher will attach their worksheets to their drawings (and hang them up in the classroom).</p>	<p>Students will use terms used in class to talk about family roles and fill out their “Who in your family...?” worksheet. (See student examples on Appendix pg 26-27)</p>
<p>PERFORMANCE TASK: (Attach Rubric)</p> <p>Minutes: <u>30-35</u></p>	<p>Teacher will present Anchor chart of their own family tree. (See Appendix pg 22)</p> <p>Teacher will demonstrate and assist students in filling out their family trees. (See blank worksheet on Appendix pg 18)</p>	<p>Students will create a family tree, properly labeling each family member.</p> <p>Students will draw a picture of each family member on their tree.</p> <p>Students will write a sentence explaining what a family tree shows. (See student examples on Appendix pg 28-29)</p>
<p>CLOSURE:</p>	<p>Teacher will review terms with students, and reiterate the idea that no two kids have the same family. Teacher will emphasize the idea that families are all different.</p> <p>Teacher will give Post-Assessment (see blank on Appendix pg 15)</p>	<p>Students will complete the Post-Assessment (same as pre-Assessment; see student examples on Appendix pg 23)</p>

What Makes a Family- 3 Day Unit (TWS)	
<p>Excellent</p>  <p>4</p>	<p>Consistently does ALL of the Following:</p> <ul style="list-style-type: none"> • Completes all assignments. • Requires little to no assistance from teacher. • Is able to use/write complete sentences when answering questions. • Student follows all directions. • Student creates little to no disruption in class. • Student shows improvement/understanding between pre and post assessments.
<p>On Mark</p>  <p>2-3</p>	<p>Accomplishes MOST or Many of the Following:</p> <ul style="list-style-type: none"> • Completes all assignments. • Requires some assistance from teacher. • Is able to use/write/verbalize complete sentences when answering questions. • Student follows directions. • Student creates little/few disruptions in class (has to be asked to refocus attention/name on the board or has to be asked to move away from other students). • Student shows some improvement/understanding between pre and post assessments.
<p>Needs Improvement</p>  <p>1</p>	<p>Consistently does ALL of the Following:</p> <ul style="list-style-type: none"> • Does not (fully) complete all assignments. • Requires a lot of assistance from teacher. • Is not able to use/write/verbalize complete sentences when answering questions. • Student doesn't follow all directions. • Student creates a lot of disruption in class (Asked to go back to their seat or leave the rug/asked to move away from other students or leave the classroom entirely). • Student shows little to no improvement/understanding between pre and post assessments.

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Assignment #4: INSTRUCTIONAL DECISION-MAKING

Candidate Name: Grade: 1st

Prompt: Provide two examples of instructional decision-making based on students' learning or responses.

1. I talked a lot about my own family while I was teaching this lesson. My own family is separated by divorce, so I felt the need to bring this up with students. Some children brought up the fact that they lived with their Aunt/Uncle or Grandma/Grandpa. I showed them an example of my drawing of my own family, and made sure to point out the fact that I drew my mom and my brother inside the same house as me, and I drew my father outside. I talked to them about how some family members live far away, or don't live with/take care of us every day, but they are still part of our family.

A. Most of my students decided to add houses to their pictures to show me with whom they lived. They added important people in their lives, like grandparents, who take care of them, but do not live with them. They were able to express to me verbally, and through their drawings that their family was made up of people who took care of them.

B. I noticed one student, Melissa, drew a picture of her family, drawing a line down the right side of the photo. On one side stood Melissa and her parents and the people she lived with, and on the other side stood one girl alone, with a phone in her hand. On the carpet, Melissa had voiced that her older sister lived in Mexico. I asked her questions about visiting her sister, and if she spoke to her a lot, or if they wrote letters. She told me they see each other for holidays, but they talk on the phone all the time. When I looked closer at Melissa's drawing I noticed the picture of herself was also holding a phone. I was happy she understood the concept of family, as well as thought to include a way that her family stays connected, even though they live far away (see student example on Appendix pg 25).

2. My cooperating teacher and I also decided not to talk about family members dying, since it would be a little too deep/dark for a three day lesson. The story I had chosen to read, *All Kinds of Families*, had a small section about death, but I decided to cut that portion out, paper clipping the pages together, so I could skip over it.

A. Many students brought up the fact that they didn't have any grandparents, or didn't

know of any grandparents on one side or another in their family, while we were making our family trees on day three. I wasn't really sure how to handle this, since we hadn't discussed death, and I didn't think students wouldn't have even heard stories about their grandparent, or seen pictures. I asked some students to draw what they think their grandparents looked like, based on pictures, their parents, etc. For others, who had no idea they had grandparents on one, or both, sides, I allowed them to leave the spaces blank.

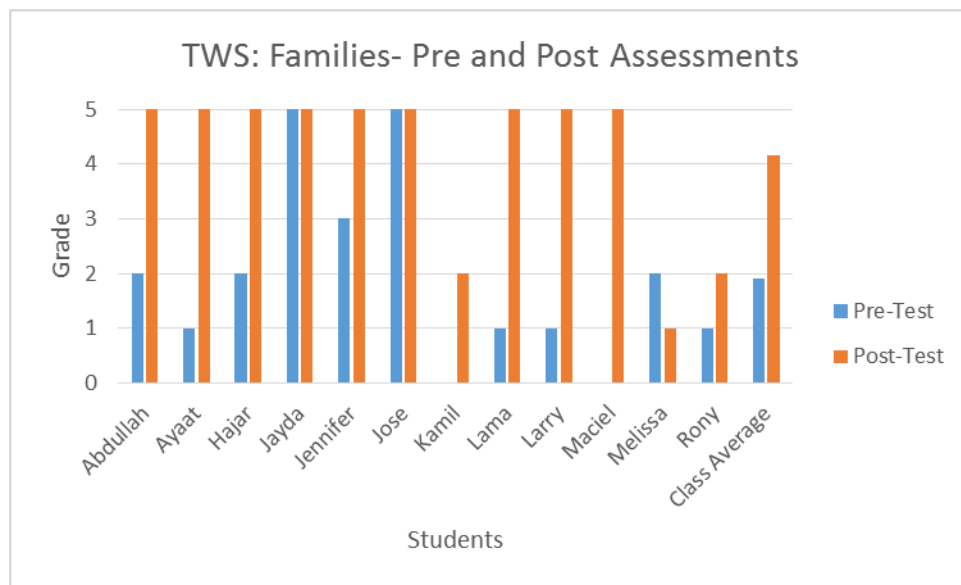
B. Another student came forth and said her "baby sister died, but now she lives in Heaven." I wasn't sure how to address it. I basically just told students who expressed death in their families that death is hard, and sometimes people are with us for a long time, and sometime people are with us for a short time; but we still love them, and they are still parts of our families. I wish I had thought about how to discuss death a little bit more, even though I would still have cut it out of the lesson. It would have been easier to discuss the matter with the few students who brought up deaths in their families if I had been more prepared to talk about it.

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Assignment #5: ANALYSIS OF STUDENT LEARNING

Candidate Name: Grade: 1st



- A.
- B. *Questions: Performance of entire class - Learning Goal 1*
- Class Average Pre-Assessment: 2
 - Class Average Post-Assessment:4
 - Class Average Percent Change: 100%
 - I was surprised at how much information my students remembered between the pre and post assessment. Because of scheduling issues, we started my TWS on a Tuesday, but ended the next Monday. Even between Day 1 and Day 2, I was shocked at how well most of my students were retaining the information/new vocabulary words. By Monday (technically “Day 4” where I finished up our “Day 3” activity) I didn’t expect high scores for the Post-Assessment. Many students achieved full points on their Post-Assessment (9/12 of my documented students achieved a 5/5 on the Post-Assessment, many of whom scored poorly on the Pre-Assessment).

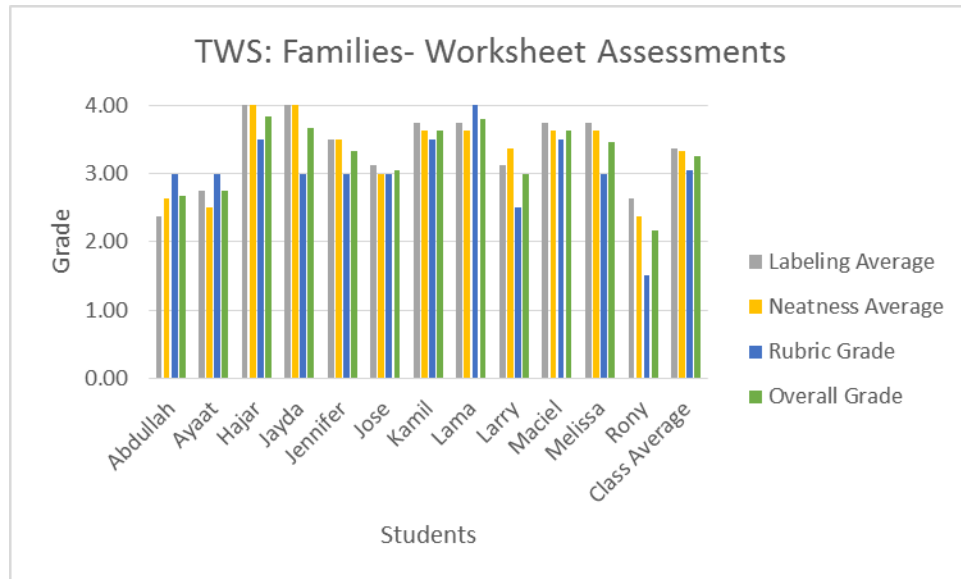
C. *Questions about performance of two selected subgroups in the class – Learning Goal 1*

- a. *Higher Leveled Readers v. Lower Leveled Readers*- I decided to look at the students' reading levels because the students with higher reading levels usually show a better ability to retain/comprehend information, as well as use critical thinking and context clues to figure out answers to questions. High and Low leveled readers also split my group in half, 6 students reaching the lowest level acceptable for passing First Grade (F) and up, while 6 students fell below the acceptable reading level for First grade (B-E).
 - i. **Higher Leveled Readers:** Abdullah (I), Hajar (F), Jayda (J), Jennifer (G), Jose (I), Lama (F)- 1 "J", 2 "I", 1 "G", 2 "F".
 - ii. **Lower Leveled Readers:** Ayaat (C), Kamil (E), Larry(C), Maciel(C), Melissa (D), Rony (B)- 1 "E", 1 "D", 3 "C", 1 "B".
 - iii. **Higher Leveled Readers' Average:** Pre- 3; Post- 5; % Change- 66.667%
 - iv. **Lower Leveled Readers' Average:** Pre-1; Post-3; % Change- 200%
 - v. **Class Average:** Pre-2; Post-4; % Change- 100%
 - vi. While the Higher leveled readers scored better each time, the Lower leveled readers had a higher percent of change. While they did better than the Pre-Assessment, they still were unable to retain the information.

D. *Questions about individual students – Learning Goal 1*

- a. I decided to look at my highest achieving student, Jayda, and my poorest achieving student, Rony. I was not surprised to see that Jayda had scored highest out of the twelve, since she is the highest level reader in the class (she falls into the highest reading level group with a J).
- b. Jayda did exceptionally well with the Pre and Post assessment, scoring 5/5 on both. She was able to use context clues to complete the Pre-Assessment so well, and used her ability to retain information to score well on the Post. She was one student who vocalized an understanding of the "family vocabulary" while we discussed it on the carpet, correctly able to name/recall the words, and expressed understanding through the examples she gave during our class discussion. For Jayda to improve more, in her overall score, she would have only needed to make sure she carried over this knowledge when writing her complete sentences on the "Who in your Family...?" worksheet (which was scored in Learning Goal 2). She was, however, able to vocalize her understanding, as well as show understanding and comprehension through the Pre and Post Assessments (see student's example on Appendix pg 28).
- c. For Rony, I was not surprised he scored lowly. He is a level B reader, and has missed a large number of school days, which has impacted his learning. He does not pay attention well, and he guesses at words, instead of applying basic phonetic understanding when reading new words. He will insist upon help without first attempting something on his own/does not work well

independently. Rony also did not fully complete all of his work, did not work neatly, and was unable to write in complete sentences. For him to improve, Rony would have had to be expected to complete a bare minimum for the assignment, or maybe only do some of the assignment, allowing him to focus/spend more time on completing what he could. I would give him more time on the drawing and “Who in your family...?” worksheet, and eliminating the “Family Tree” project, since he did not finish it, due to time constraints and his ability to focus/in class behavior (see student’s example on Appendix pg 27).



E.

F. Questions about performance of entire class – Learning Goal 2

- a. Most students received good scores for their ability to work independently, and write in complete sentences (as shown by the “Rubric Grade” column). Their neatness was also scored highly, since most of them wrote legibly, and fully erased mistakes.
- b. Students seemed to do poorly on the labeling aspect of the assignments. Many students just didn’t label people in their drawings, and wrote “Mom,” or “Dad” in their family tree, instead of writing their names. All students were asked to bring home a letter to their parents, which they were asked to return, with the names of the students’ parents and grandparent, for the purpose of the assignment (see Appendix pg 20
- c. Many did not do so, so I feel this hindered their success. If I were to do this lesson again, I would send home the letters earlier, to ensure more students would have their family’s names. I would also send the letters out more than once, since many students forget to give them to their parents/parents forget to return things.

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Assignment #6: REFLECTION AND SELF-EVALUATION

Candidate Name: Grade: 1st

Prompt: Write about three professional learning goals, along with two specific steps each that you will take to meet these professional learning goals.

This section should be organized as follows:

- **Professional Goal 1:** Dealing with the topic/concept of death with young children proved to be very challenging in this lesson, mainly because I was not fully prepared to talk about it. I think it is an important facet in life that children must deal with and, as their teacher, I feel I should know how to talk to them about it.
 - **Step 1:** First, I would probably find a book that dealt with the topic of death, and find a way to focus on the positives of life, while also allowing children to express their thoughts/feelings/emotional responses with the class. I would read the book aloud to the class and we would have an open discussions, and maybe even write letters to someone who may have died to help us understand/cope with the feeling of loss.
 - **Everett Anderson's Goodbye**, by Lucille Clifton, is a book about a young boy, Everett, and his transition through the five stages of grief after the death of his father. It shows his emotions, as well as the support his mother provides.
 - **Step 2:** I would also talk to my colleagues, and friends. Death is something that everyone must experience, and it would be beneficial to get the opinions of others. In School 9, where I had my Practicum, and will have my Student Teaching, the other teachers would be good to reach out to, especially after the death of a student this past semester. They may be able to talk to me about what support we can provide, as teachers, on the issue.
- **Professional Goal 2:** For next time, I would like to work on my time management skills, since I was not able to complete my TWS in just three days. I needed an extra day since many of the students did not get to participate at all in the project, which is why they were not included in my data. With so many kids coming in and out of the classroom, it is hard to plan accordingly.
 - **Step 1:** I think that planning more for absences and children coming in and out is necessary. I could re-work my plan, and maybe even cut out some things to make it easier for students who missed to catch up. I think also working on my classroom management would help keep the lesson

moving, since waiting for students to quiet down and focus takes up a lot of time.

- **Step 2:** I would also benefit from speaking with colleagues who have been in the same classroom situation before, and get their opinions. I could also correspond with the teachers who are taking the students out of the room and see if there is any activity they can do with my students, to keep me from having to stop the flow of the lesson to go back and do it with them.
- **Professional Goal 3:** I think classroom management is something that I will always need to work on. I don't see myself as much of a disciplinarian, so keeping control of the class without "yelling" is difficult and very stressful.
 - **Step 1:** Many books, like *The First Days of School*, may be useful to read, since there are lots of tips for beginning teachers. I think reading this book would provide me with many different classroom management ideas that I could try out.
 - **Step 2:** I think most classroom management comes from experience. By being in the classroom and working with a class, I will be able to try out different kinds of techniques and see what works best for me and my class.

Appendix Table of Contents

Blank Documents

- “Fill in the Blank”- Pre/Post-Assessment.....pg 15
- “My Family”-Drawing Worksheet.....pg 16
- “Who in Your Family...?”- Writing Worksheet.....pg 17
- “My Family Tree” Activity.....pg 18
- “Letter Home”.....pg 19

Teacher Examples

- “What is a Family?”- Vocabulary Anchor Chart.....pg 20
- “My Family”- Ms. Peterson’s example.....pg 21
- “My Family Tree”- Ms. Peterson’s example.....pg 22

Student Examples

- **Pre-Assessment**
 - Kamil.....pg 23
- **“My Family”**
 - Hajar.....pg 24
 - Melissa.....pg 25
- **“Who in Your Family...?”**
 - Abdullah.....pg 26
 - Rony.....pg 27
- **“My Family Tree”**
 - Jayda.....pg 28
 - Larry.....pg 29

Name: _____

Fill in the blank

Directions: Fill in the blank word in the following sentences using the word bank.

Word Bank

Parent	Sibling	Family Tree
Ancestor	Tradition	

1. A _____ is someone who takes care of you, like a mom or a dad.
2. A chart that shows people in your family is called a _____.
3. A boy or girl who has the same mom or dad as you is your _____.
4. Every year my family decorates our Christmas tree together. It is a _____.
5. An _____ is a family member who lived a long time ago.

Name: _____

Who is in your Family?

A large, empty rounded rectangular box with a black border, intended for a drawing or written response to the question above.

Name: _____

Who in your family...?

1. Who gets you ready for school?

2. Who picks you up from school?

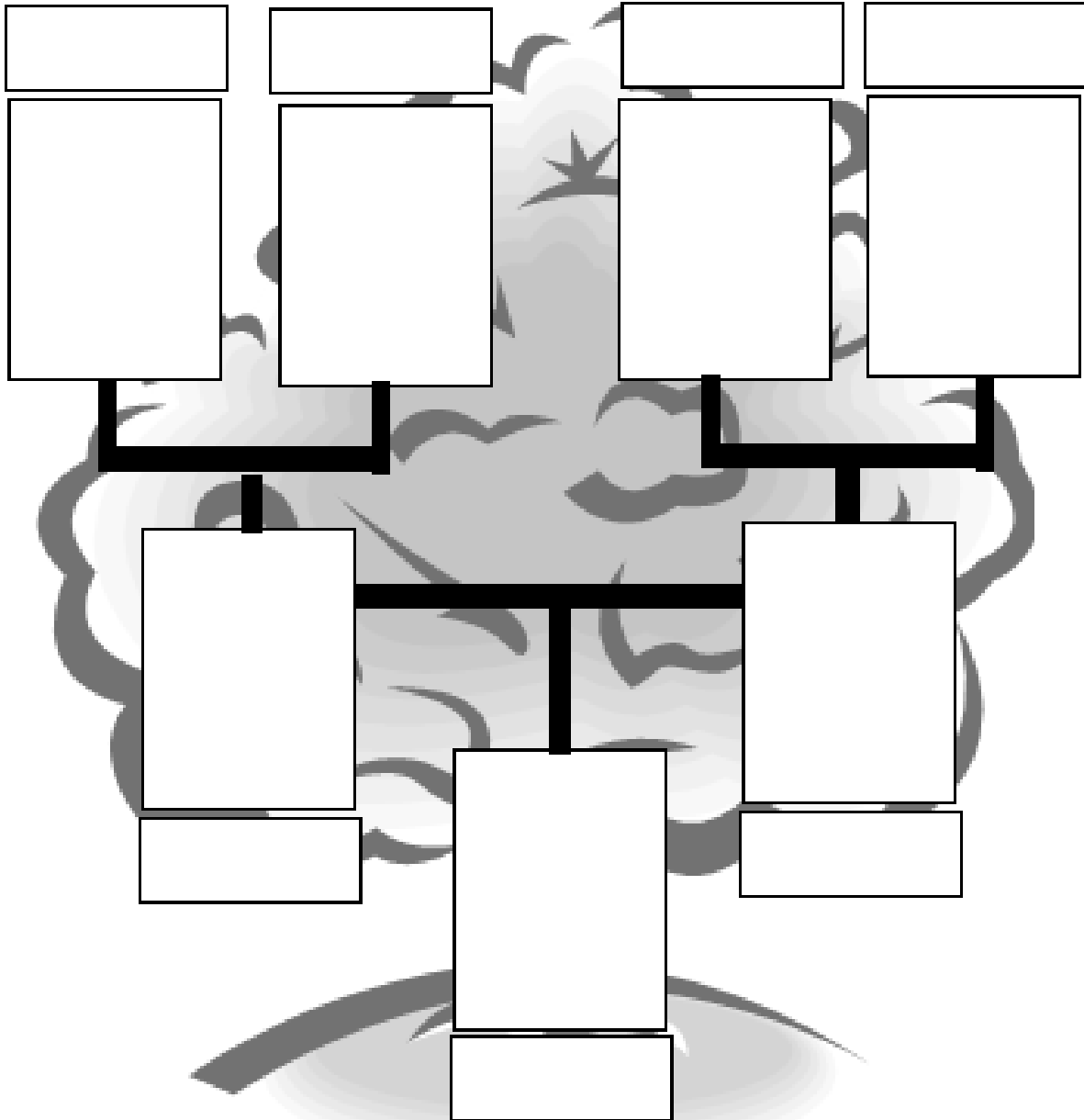
3. Who makes dinner for your family?

4. Who do you play with at home?

5. Who helps you with your homework?

Name: _____

My Family Tree



What does a family tree show?

Dear Parents/Guardians,

We are beginning a small unit on families and family history. It is going to be very exciting and fun. Your child will be learning more about his/her own family history. We will be focusing on the immediate family, family trees, family names, and traditions. We will be discussing traditional and non-traditional families. Families that include step-parents, brothers, sisters, adoption and foster care. We will be making a family tree, so students will need to know the names of their family members (name of student, parents, and grandparents).

You may send the names back on the back of this letter. Thank you so much for all of your support!

Sincerely,

Ms. Peterson

Mrs. Llinas

P.S. Please send them by

Date: March 31, 2014

WHAT IS FAMILY?

Parent : Someone who takes care of you, like a mom or a dad. Grandpa or Grandma Uncle or Aunt

Sibling : A boy or girl who shares a parent with you.
- Brother
- Sister
COUSINS

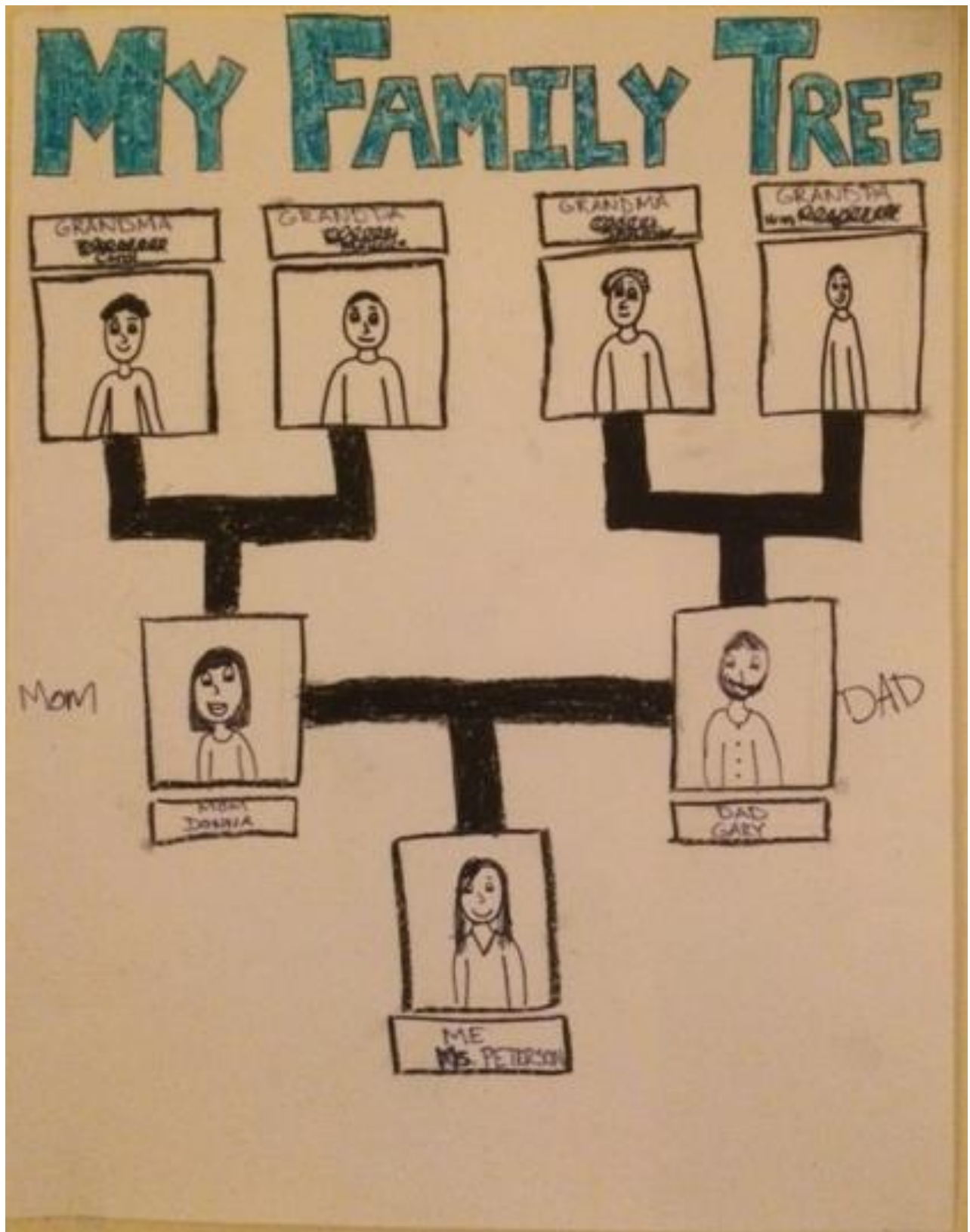
Ancestor : A family member who lived a long time ago.

Family **T**ree : A chart that shows your family members.

Tradition : A special activity or event that you and your family do.

• Who is in your family?
• Is your family different from other families?





/ Kamil

Name: _____

Fill in the blank

Directions: Fill in the blank word in the following sentences using the word bank.

Word Bank

Parent

Ancestor

Sibling

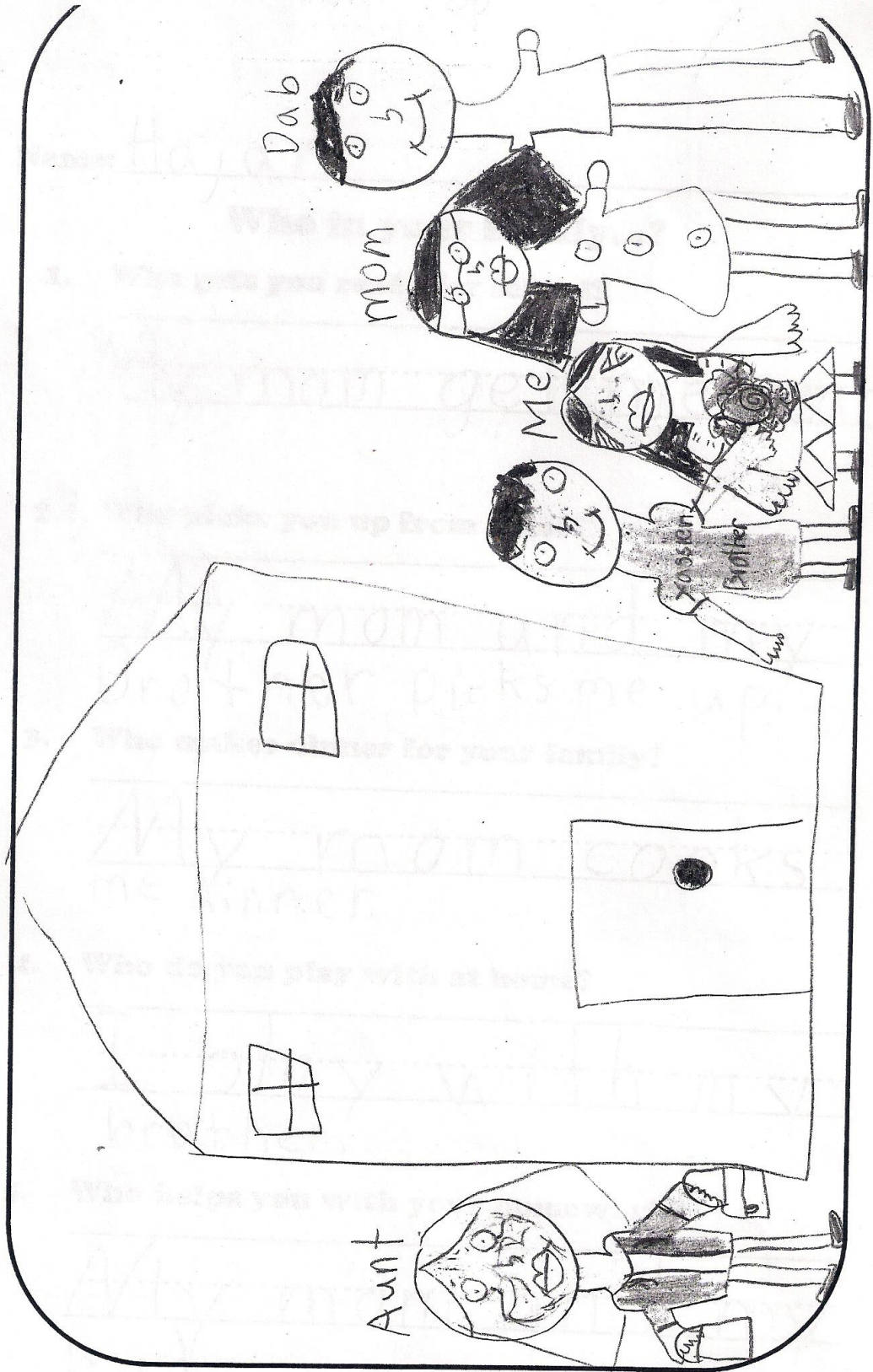
Tradition

Family Tree

- x1. A ^{Parent} Ancestor is someone who takes care of you, like a mom or a dad.
- x2. A chart that shows people in your family is called a Family Tree ^{Family Tree}.
- x3. A boy or girl who has the same mom or dad as you is your parent ^{Sibling}.
- x4. Every year my family decorates our Christmas tree together. It is a tree ^{Tradition}.
- x5. An sibling ^{Ancestor} is a family member who lived a long time ago.

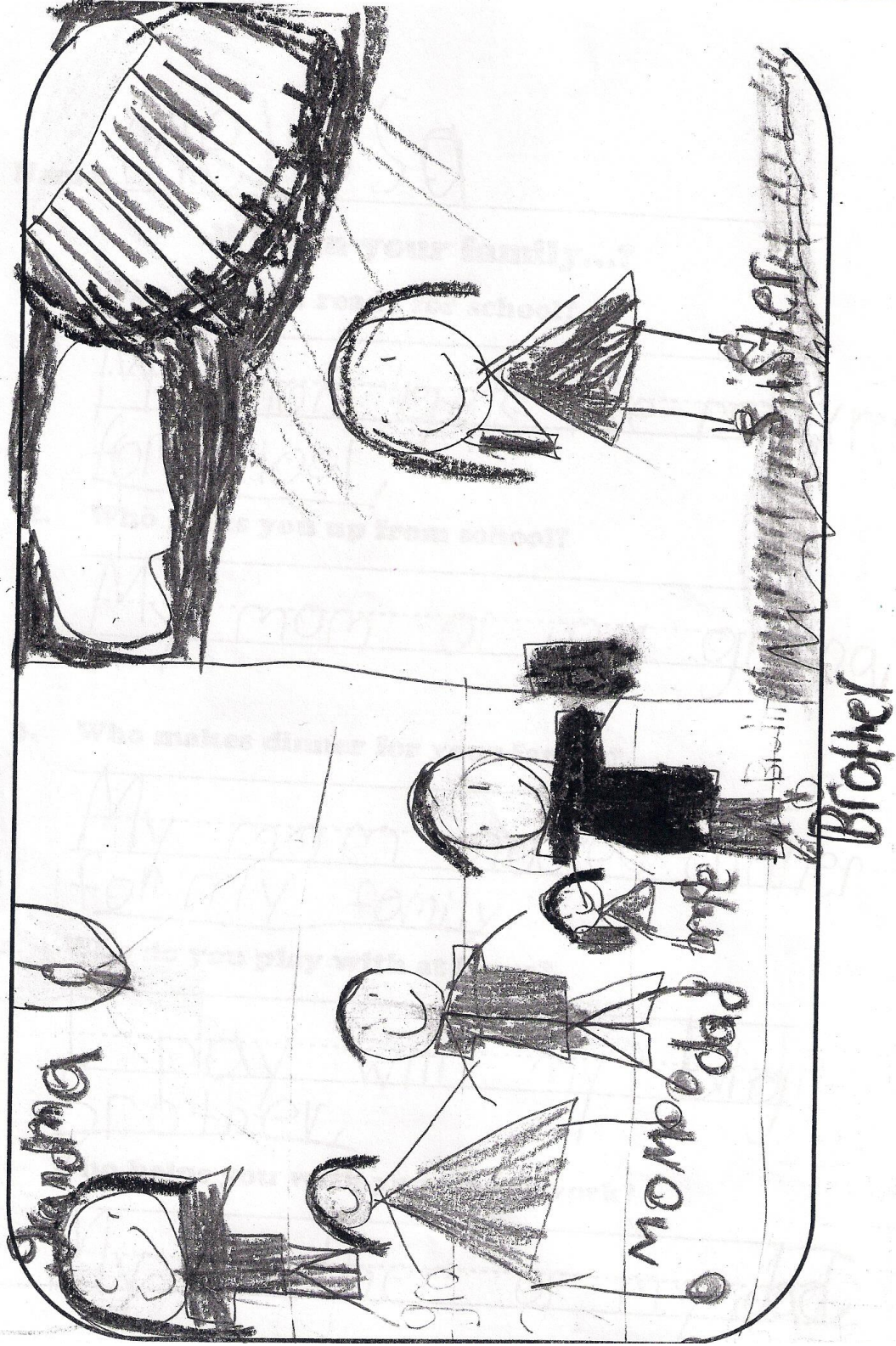
Name: Hajar

Who is in your Family?



Name: MELISSA DOMINGUEZ 4-6-17

Who is in your Family?



Name: Abdulh

Who in your family...?

1. Who gets you ready for school?

My mom and my dad
gets me redy for school.

2. Who picks you up from school?

My dad and my uncle
picks me up from school.

3. Who makes dinner for your family?

My mom makes dinner
for our family

4. Who do you play with at home?

I and my brather
Play at home.

5. Who helps you with your homework?

Mydadad helps do my
homework

Name: Rony Brito

Who in your family...?

1. **Who gets you ready for school?**

My Mom gets me ready

2. **Who picks you up from school?**

My Mom picks me up

3. **Who makes dinner for your family?**

My Mom makes

4. **Who do you play with at home?**

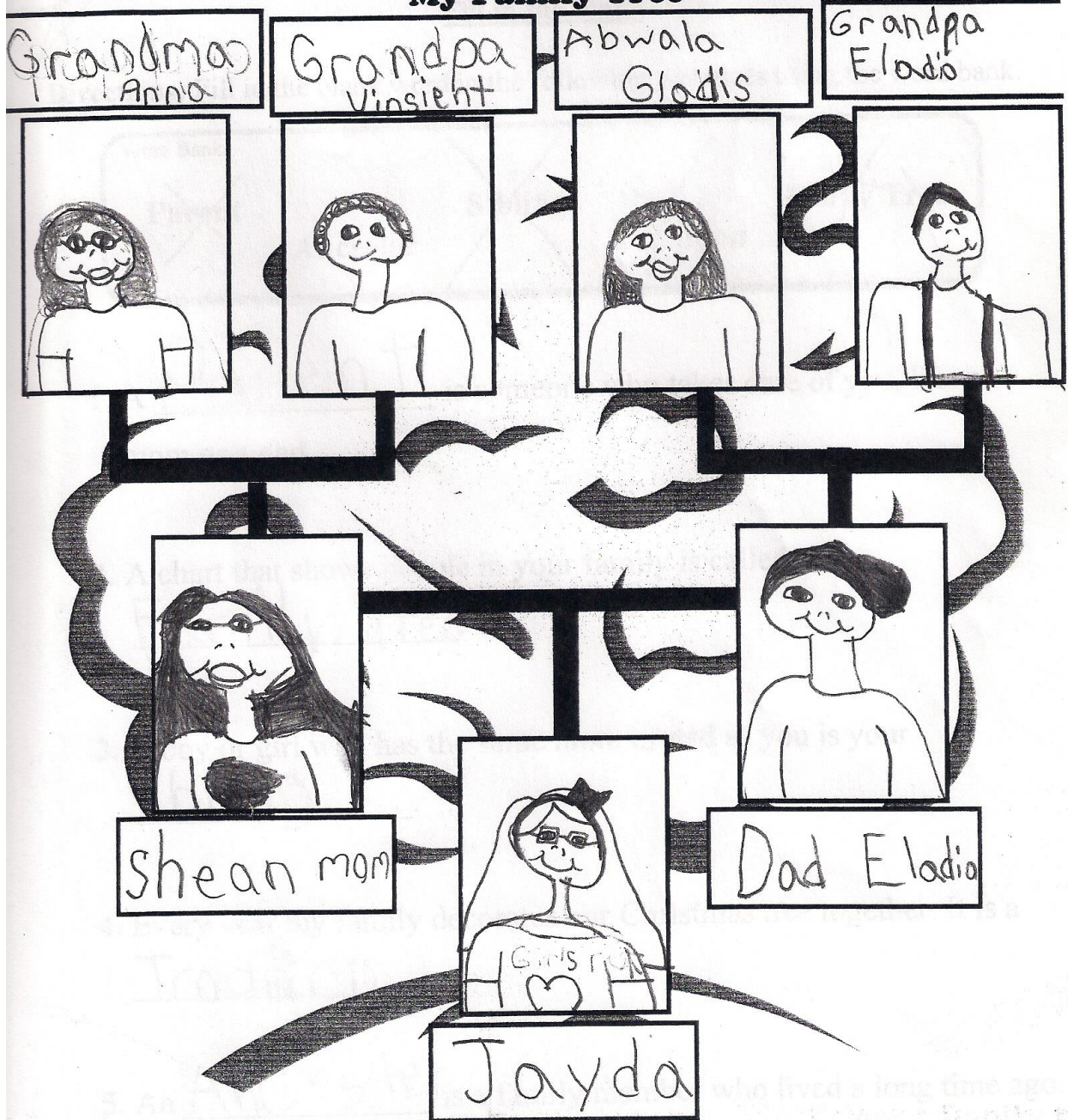
My Brother is with me

5. **Who helps you with your homework?**

My Brother help me
howick

Name: Jayda

My Family Tree

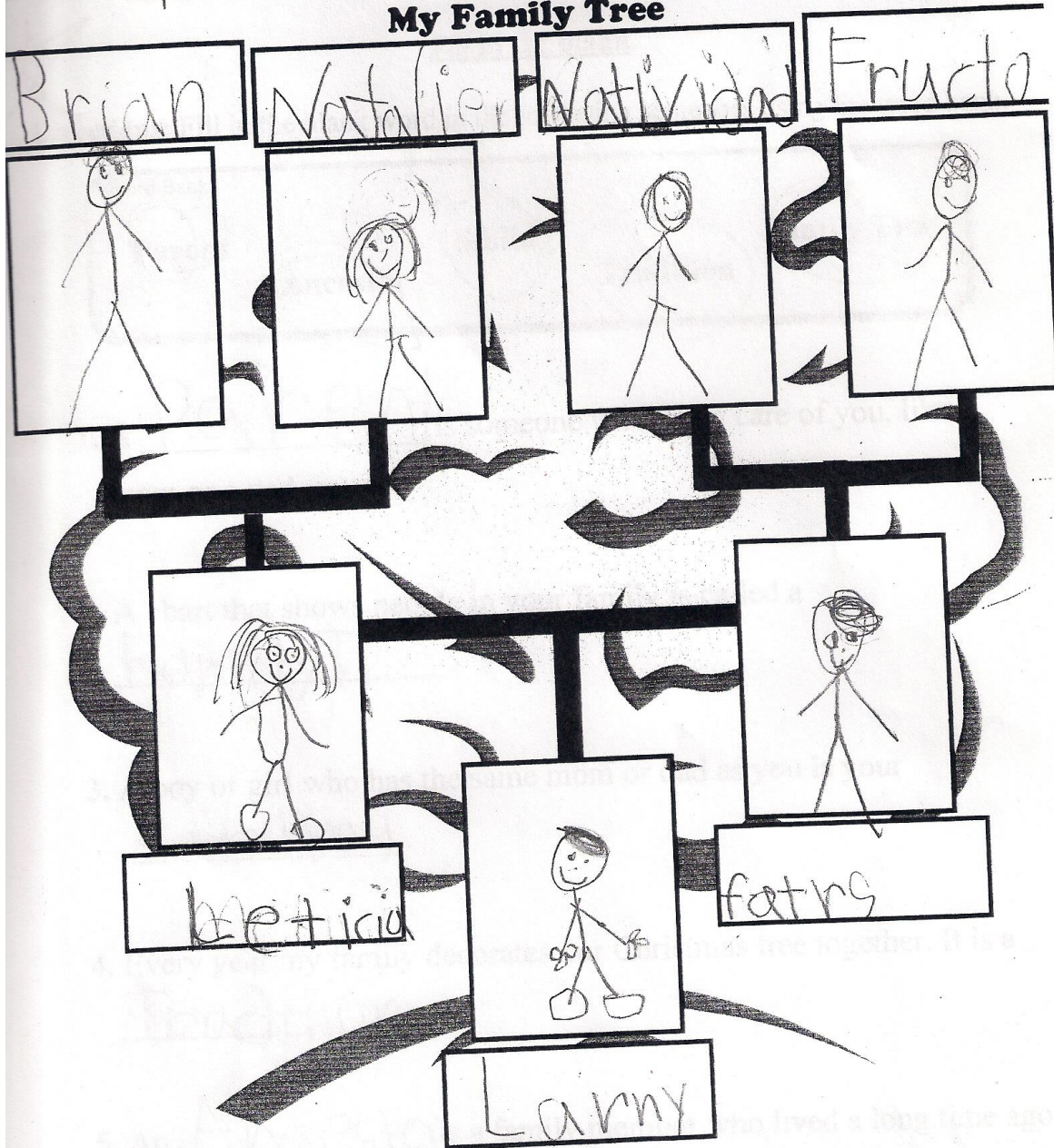


What does a family tree show?

It shows family.

Name: LARRY

My Family Tree



What does a family tree show?

me and mom and dad