

**WILLIAM PATERSON UNIVERSITY**  
**Department of Elementary and Early Childhood Education**

**CIEC 3300 Multidisciplinary Lesson Plan**  
**(Modified Teacher Work Sample)**

**Assignment #1: LEARNING GOALS Instructions**

Candidate Name: School: Grade: Kindergarten

**I. Subject Areas:** Social Studies and Language Arts

**II. Topic and Core Standards:**

CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

NCSS theme: Civic Ideals and Practices

W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

2.2.2.A.1: Express needs, wants, and feelings in health- and safety-related situations.

2.1.2.E.2: Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.

**III. Concept:** Peace

**IV. Essential Question:** What can I do to keep/create peace?

**V. Learning Goals / Objectives:**

-After being shown 2 pictures side by side on the projector (one of a conflict and another of a peaceful situation) students, as a group, will be able to brainstorm words related to the pictures.

-\*After brainstorming picture related words, students will be able to define the words conflict and peace.

- After reading “The Peace Book” by Todd Parr, students will be able to describe something they can do to create peace in the classroom.

-After reading “The Peace Book by Todd Parr”, students will be able to participate in a class discussion as to what is the meaning of peace.

-After doing a feelings exercise, students will be able to describe their feelings in an “I” message.

-\*After reading, “Sometimes I’m Bombaloo” by Rachel Vail, students will be able to apply at least one peacekeeping tactic in a small group scenario.

- After reading “Hey, Little Ant” by Phillip and Hannah Hoose, students will be able to participate in an informal debate answering the question “What do you think the kid should do?”
- After learning the “I Know How to Make Peace” song, students will be able to collaborate and perform the song on video and recite their Gold Rule statements.
- After explaining “The Golden Rule”, students will be able to create their own statements of how they want to be treated and how they should treat others.

If I’m in the wrong or if I’m in the right,  
 When I get mad I will not fight!  
 I’ll use my words or walk away,  
 And I’ll come back when I feel okay,

When making peace here is the key:  
 I’ll do to you what I want done to me.  
 I know how to make peace!  
 (To the tune of “We Will Rock You”)

## **VI. Resources and Materials:**

### **Picture Books**

- “Hey, Little Ant” by Phillip and Hannah Hoose
- “Sometimes I’m Bombaloo” by Rachel Vail
- “The Peace Book” by Todd Parr

### **Supplies and Materials**

- Crayons/markers
- Paper
- Computer and Speakers
- Pencils
- Large Pad of Paper
- Computer with Internet connection
- Projector
- Blocks
- Pencil

### **Technology**

- Fight Song <http://youtu.be/6bFuByknSBo>
- Computer with camera

### **Teacher Resources**

Mosten, F. S. (2013). USING MEDIATION STORIES TO IMPROVE THE TEACHING OF CONFLICT RESOLUTION. *Cardozo Law Review*, 34(6), 2455-2473.

Harris, A., & Walton, M. (2009). “Thank You for Making Me Write This.” *Narrative Skills and the Management of Conflict in Urban Schools. Urban Review*, 41(4), 287-311.  
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Sandy, S. V., & Boardman, S. K. (2000). THE PEACEFUL KIDS CONFLICT RESOLUTION PROGRAM. *International Journal Of Conflict Management*, 11(4), 337.

Stevahn, L., & Johnson, D. W. (2000). Effects of Conflict Resolution Training Integrated into a Kindergarten Curriculum. *Child Development*, 71(3), 772.

Stevahn, L. (2004). Integrating Conflict Resolution Training Into the Curriculum. *Theory Into Practice*, 43(1), 50-58.

Crawford, P. A. (2005). Primarily Peaceful: Nurturing Peace in the Primary Grades. *Early Childhood Education Journal*, 32(5), 321-328. doi:10.1007/s10643-004-1083-7

Walker, K., Myers-Bowman, K., & Myers-Walls, J. (2008). Supporting Young Children's Efforts toward Peacemaking: Recommendations for Early Childhood Educators. *Early Childhood Education Journal*, 35(4), 377-382. doi:10.1007/s10643-007-0190-7

Vidulich, D. (1993). City-scarred kids in camp to dream and live peace. *National Catholic Reporter*, 29(35), 5.

Morris, V., Taylor, S., & Wilson, J. T. (2000). Using Children's Stories to Promote Peace in Classrooms. *Early Childhood Education Journal*, 28(1), 41-50.

Blumenthal, B. (2005). *A parent/teacher guide to children's books on peace and tolerance: preschool-high school*. Victoria, B.C.: Trafford.

Levin, D. E. (1994). *Teaching young children in violent times: building a peaceable classroom*. Cambridge, MA: Educators for Social Responsibility ;.

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**Assignment #2: ASSESSMENT PLAN Instructions**

Candidate Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: Kindergarten

Lesson Topic: Creating Peace Concept: Peace

Essential Question: What can I do to keep/create peace?

Learning Goal	Format of Assessments (Specify which part of / question on assessment)	Differentiation of Assessments
<p>Learning Goal #1:  Lower Order  After brainstorming picture related words, students will be able to define the words conflict and peace.</p>	<p>Pre-assessment / Post-assessment:  Students will be asked individually, "What is conflict? What is peace?"</p> <p>Formative Assessment:  Students will be able to contribute in a discussion dealing with visuals of conflict and peace.</p>	<p>Pre-assessment / Post-assessment:  Schedule the Spanish speaking aid to come in during this time to translate for ESL students.</p> <p>Formative Assessment:  Schedule the Spanish speaking aid to come in during this time to translate for ESL students.</p>

<p>Learning Goal #2: Higher Order</p> <p>- After reading, “Sometimes I’m Bombaloo” by Rachel Vail, students will be able to apply at least two peacekeeping tactics in a small group scenario.</p>	<p><u>Pre-assessment:</u> Student’s will be read a simple conflict with an open end and asked, “What would you do to keep peace?”</p> <p><u>Formative Assessment:</u> In small groups students will act out conflict scenarios with 2 actors at a time. Teachers will assess these scenarios and take notes on each child’s tactics to keeping the peace.</p> <p><u>Post-assessment:</u> Individually students will be asked the peacekeeping scenario: “Pretend you are drawing something amazing during brain break and your classmate reaches out and scribbles on your paper out of nowhere, how do you feel? What do you do or say?”</p>	<p><u>Pre-assessment:</u> Schedule the Spanish speaking aid to come in during this time to translate for ESL students.</p> <p><u>Formative Assessment:</u> Schedule the Spanish speaking aid to come in during this time to translate for ESL students. Scenario Help Cards: I will make 4 sets of 2 index cards with 2 symbols. One symbol will be an “I” with a symbol of a mouth (Symbolizing I message), and the other will be a person walking (Symbolizing walking away).</p> <p><u>Post-assessment:</u> Schedule the Spanish speaking aid to come in during this time to translate for ESL students.</p>
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<b>Elements</b>	<b>1 Unacceptable</b>	<b>2 Acceptable</b>	<b>3 Target</b>
1. Peace-keeping skills mentioned in situation #1. Talking it out using "I" messages, walking away, choosing something else to use or play with.	Shows no use of peacekeeping skills. Shows violence or relies on teacher mediation.	Shows one peacekeeping skill in an appropriate way.	Shows two peacekeeping skills in appropriate ways.
2. Chooses an appropriate feeling and is able to articulate that feeling in an "I" message.	Confuses feelings and articulates them unclearly. No "I" message is used.	Uses appropriate feelings and is able to articulate 1 "I" message clearly.	Uses appropriate feelings and is able to articulate at least 2 "I" messages clearly.

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**Assignment #3: DESIGN FOR INSTRUCTION Instructions**

Candidate Name:

School:

Grade: Kindergarten

**DAY PREVIOUS TO TWS**

Higher and Lower order preassessments will take place.

**DAY ONE**

- After being shown 2 pictures side by side on the projector (one of a conflict and another of a peaceful situation) students, as a group, will be able to brainstorm words related to the pictures.
- After brainstorming picture related words, students will be able to define the words conflict and peace.
- After reading “The Peace Book” by Todd Parr, students will be able to describe something they can do to create peace in the classroom.
- After reading “The Peace Book by Todd Parr”, students will be able to participate in a class discussion as to what is the meaning of peace.

1. Pre-Assessment: Students will be asked individually, “What is something you can do to create peace in the classroom?”

What does peace mean? What does conflict mean?

2. Motivate: During morning meeting it is custom that the children read the question of the day and reply in complete sentences. The question of the day is “When have you heard the word peace?” The children will then answer in complete sentences. There is no wrong or right answer during this time. After the children are done sharing their sentences, I will share that in the next couple of days we will be talking about peace and how to create peace and keep peace. Morning meeting will end and children will move to the next scheduled activity (Spanish or Yoga.)

3. Teach:

2. On the overhead I will display 2 pictures next to one another: one depicting a conflict and one depicting peace. I will ask the children:

“What words do you think of when you see this picture? How does the picture make you feel? What does it remind you of?”

As students share the words I will write them up on the whiteboard alongside the pictures.

3. After viewing the pictures, I will write the words conflict and peace on the board. I will ask them for their understanding again, as well as bring up definitions stated in the morning meeting. I will then give them the formal definitions:

CONFLICT: serious disagreement

PEACE: freedom from disagreements

After discussing, I will ask them what word best fits each picture. We will again look through the pictures and discuss.

4. I will then read "The Peace Book" by Todd Parr. We will discuss "How did they create peace in this book?" Students will be asked to put their thinking caps on. I will then ask, "What can you do to create peace in the classroom? We will be drawing this at our seats. Once you have decided what you will do to create peace in the classroom put your hand on your head, I will call you to come up to me, I will write it down and then you may go to your seat to start drawing and writing your idea in a sentence."

#### 4. Image:

-Pictures on projector

-"The Peace Book" by Todd Parr

#### 5. Ask Low and High Level Questions:

-What does peace mean?

-What does conflict mean?

-What does this picture remind you of?

-When have you heard the word peace before? When have you heard the word conflict before?

-How can you create peace in the classroom?

-How does peace make you feel? How does conflict make you feel?

-Why is it important to live in peace?

-Why do people have conflict?

-How did they create peace in this book?

-What do we think Bombaloo means?

-What does the picture look like?

-What did Katie use instead of her words?

-Is it scary sometimes to be angry?

-What were some good ways Katie dealt with her anger? What are some bad ways?

-How do you think I felt when Mrs. Yarger knocked my castle down?

-How do you think Mrs. Yarger felt after she knocked my castle down?

-How do you think she felt after I yelled at her?

-Did I keep the peace in the situation? How?

-What would you do? (Step or not step on the ant)

-What does "treat others how you want to be treated" mean?

-How do you want to be treated?

-How should the boy treat the ant?

-Pretend you are drawing something amazing during brain break and your classmate reaches out and scribbles on your paper out of nowhere, how do you feel? What do you do or say?"



6. Formative Assessment: Student's drawings will be collected. Anecdotal notes will be taken of those participating in the discussion.

7. Accommodations:

Farouq, Desmond, and Kimora: More one on one time with auxiliary personnel. I will also provide word blanks to help them organize their sentences.

Brendan: During meeting time sitting on a chair by a teacher if needed, additional one on one time as well.

8. Role of Auxiliary Personnel:

Mrs. Yarger: Overseeing Green and Blue table, assisting in accommodations

Miss Wilbert: Overseeing Yellow table, assisting in accommodations

## DAY TWO

- After doing a feelings exercise, students will be able to describe their feelings in an "I" message.
- After reading, "Sometimes I'm Bombaloo" by Rachel Vail, students will be able to apply at least two peacekeeping tactics in a small group scenario.

1. Review: Display on the projector the picture of peace and the picture of conflict. "Yesterday we talked about the words peace and conflict, what did we say those words meant?" Discuss the concepts briefly again and clear any misconceptions.

2. Practice Skills:

a. Dialogue before reading the book.

-Today we are going to talk about conflict; can you remind me what conflict means again?

-We will be reading, "Sometimes I'm Bombaloo" by Yumi Heo.

-What do we think Bombaloo means?

- What does the picture look like?"

b. Dialogue after reading the book.

-What did Katie use instead of her words?

- Is it scary sometimes to be angry?

-What were some good ways Katie dealt with her anger?

-What are some bad ways?

c. Scenario with Mrs. Yarger.

-I want to show everyone this castle I made out of blocks before. (I am showing everyone my castle at the front of the room when Mrs. Yarger walks by and by accident knocks it down.)

-I can't believe YOU just knocked down my blocks YOU are so clumsy! YOU messed everything up! (I will continue to use "You" messages.)

-(I will then tell the class that we were acting.)

-How do you think I felt when Mrs. Yarger knocked my castle down?

-How do you think Mrs. Yarger felt after she knocked my castle down?

-How do you think she felt after I yelled at her?

- Okay, lets try that again but this time I'm going to use something called "I" messages.
- (Mrs. Yarger again comes up and knocks over my blocks.)
- I feel angry right now because of what just happened, I'm going to need some time to cool off. (I walk away.)
- How do you think that went?
- How do you think Mrs. Yarger felt that time?
- Did I keep the peace in the situation? How?

#### d. Practicing using "I" messages

- What will help us create I messages is knowing our feelings.
- (I will then take out our feelings chart. We will say each feeling and act out with our bodies what the feeling looks like. I will then ask for a volunteer.)
- Pretend I'm playing at the sand table and you ask to play with me but I tell you that I don't want to play with you. What "I" message can you use?
- (I will continue to say scenarios with different volunteers.)

### **SCENARIOS**

- "Pretend you are sitting at lunch when someone says something unkind about your hair."
- "Pretend you are drawing something amazing during brain break and your classmate reaches out and scribbles on your paper out of nowhere."
- "Pretend you were about to eat an ice cream sand which that was left for you in the fridge when you see your sister eating it in the living room."
- What are some other ways you can keep the peace?" (If not mentioned I will say, "walk away")
- (We will then go into small groups of 4 or 5. I will have 5 scenarios that 2 children at a time will work out using "I" messages and other tactics.)

3. Formative Assessment: In small groups, Mrs. Yarger, Miss Wilbert and I will facilitate scenarios. Each of us will have a checklist with every student's name. The columns will be labeled "I" message, walk away, talking it out in a different way, and other comments.

#### 4. Accommodations:

- Scenario Help Cards: I will make 4 sets of 2 index cards with 2 symbols. One symbol will be an "I" with a symbol of a mouth (Symbolizing I message), and the other will be a person walking (Symbolizing walking away).
  - Small groups will also be organized so children in need of accommodations will be spread out.
- Brendan: Sitting by the teacher if needed in a seat during meeting.

#### 5. Role of Auxiliary Personnel:

- Mrs. Yarger: Facilitate a small group of 4 or 5 in scenarios and note taking.
- Miss Wilbert: Facilitate a small group of 4 or 5 in scenarios and note taking.

## DAY THREE

- After reading “Hey, Little Ant” by Phillip and Hannah Hoose, students will be able to participate in an informal debate answering the question “What do you think the kid should do?”
- After learning the “I Know How to Make Peace” song, students will be able to collaborate and perform the song on video and recite their Gold Rule statements.
- After explaining “The Golden Rule”, students will be able to create their own statements of how they want to be treated and how they should treat others.

1. Review: “So we have been talking about peace and conflict, can some of my friends tell me some things I can do instead of fighting? How can I keep the peace?” I will make sure the children have remembered the two main tactics: “I” messages and walking away.

2. Create (Performance Task): After Reading “Hey Little Ant” by Philip and Hannah Hoose students will be asked “What would you do?” I will then tell the student’s to close their eyes and raise their hand if they think that the boy should step on the ant. I will tell them to open their eyes. We will then go into an informal debate and discuss why or why not the boy should step on the ant. I will then discuss “The Golden Rule: treat others the way you want to be treated.” “What does this mean?” “How do you want to be treated?” “How should the boy treat the ant?” During “Brain Break” (a time of free drawing with the lights off) each student will be called individually aside to tell me how he or she wants to be treated and how he or she will treat someone else. In the latter part of the day, I will then teach them the “I Know How to Make Peace” song. I will tell them that we are making a music video like the “Respect Video” (a music video about respect that they watched earlier this fall) and will be performing this song. Depending on the time, I may start videotaping them saying their Golden Rule statements.

### 3. Post-assessment:

-Students will be asked individually, “What is conflict? What is peace?”

-Individually students will be asked the peacekeeping scenario:

“Pretend you are drawing something amazing during brain break and your classmate reaches out and scribbles on your paper out of nowhere, how do you feel? What do you do or say?”

### 4. Accommodations:

Brendan: One on one time with the auxiliary personnel.

### 5. Role of Auxiliary Personnel:

Mrs. Yarger: one on one with Brendan.

Mrs. Wilbert: Helping in teaching the song.

**DAY FOUR** (If Needed.)

-Students will practice the song, and then will be videotaped performing the song. I will also finish up videotaping any "Golden Rule" statements I did not tape the day previous. I will then compile these recording and edit them into a music video.

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**Assignment #4: INSTRUCTIONAL DECISION-MAKING**

Candidate Name:                      School:                      Grade: Kindergarten

1.

During day 2 of my TWS I planned to act out a scenario with my cooperating teacher showing the purpose of "I" messages. We finished the scenario and then asked for a volunteer actor to be apart of a scenario. Miss Wilbert (the teacher's assistant) created a conflict scenario on the spot that was very typical of the classroom. The students were extremely attentive to the scenario, and offered suggestions as to what a student could do in the situation. We then asked for another volunteer and played out another scenario. The discussion was excellent and the whole class was attentive. Because this activity lasted longer than expected, we had to post pone our small group activity to another time. On day 3 of my TWS I proceeded with my day 3 plans but also extended day 2. Both my cooperating teacher and I agreed that the scenarios worked well as a whole group activity instead of a small group. Students were able to learn from each other's reactions and make suggestions as to what the best course of action was to resolving the conflict. Students were able to observe the conflict from an objective position and were able to discern as a group what was appropriate in each situation; talking it out, walking away, using teacher mediation, or another tactic.

During the scenarios I used my formative assessment checklist as I would in the small groups. Each child had a turn and was able to be assessed, and more importantly, each child was more than willing to act out a scenario in front of the whole class. This may not have worked with a shy group. My learning objective for this portion of TWS was; "After reading, "Sometimes I'm Bombaloo" by Rachel Vail, students will be able to apply at least two peacekeeping tactics in a small group scenario." Based off of the positive reaction of students towards whole group scenarios in my "Teach" portion of TWS, I changed my objective. This modification improved progress of student learning by allowing students to collaboratively discern and apply appropriate tactics to conflict scenarios.

2.

Day one of my TWS I introduced the concepts of peace and conflict. Their formative assessment was to draw a picture of what they can do to create peace in the classroom. Before drawing the picture, they would give a dictation to me. One of the first dictations was "I can create peace by planting someone a garden." Although I asked for "What can you do to create peace in the classroom?" I decided not to limit the children. Since I did not want to shut down such a great answer, I changed my question to "What can you do to create peace?", in order to encompass these answers. Other

answers included “I can create peace by building a library” and “I can create peace by cleaning the world.” Others wanted to feed the hungry or share their homes with the homeless. Within the classroom, there are many rules in place that do not allow children to help each other. These rules also protect them from potentially hurting each other; such as sharing food, possessions, or giving hugs.

“The Peace Book” by Todd Parr also focused on peace making in context of the outside world. The students, who were inspired by this book, similarly focused on peace making in context of the outside world. My Learning objective for this portion of TWS was “After reading “The Peace Book” by Todd Parr, students will be able to describe something they can do to create peace in the classroom.” This change in instruction was based off of the outcome of a formative assessment, which yielded excellent higher level thinking answers. Therefore, this modification in instruction did not improve progress towards the learning goal, but changed the learning goal to improve student progress.

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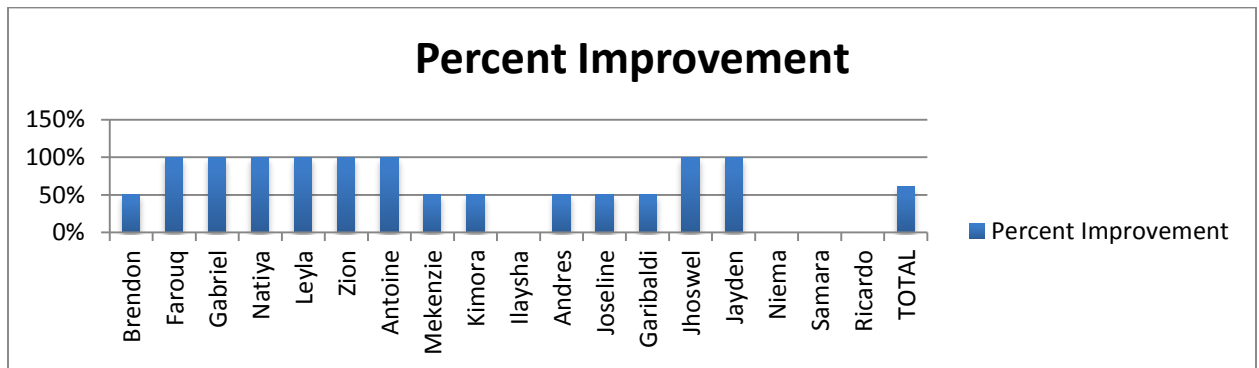
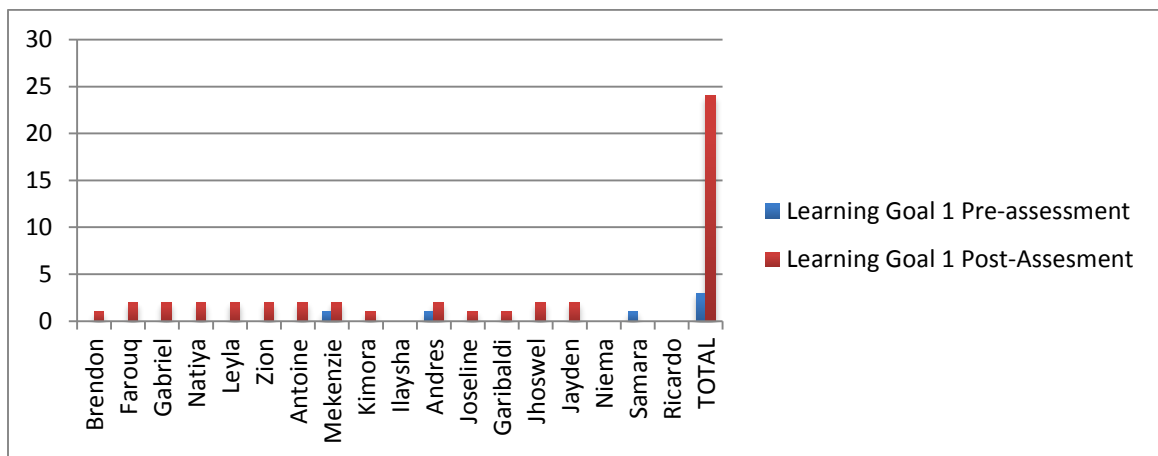
**Assignment #5: ANALYSIS OF STUDENT LEARNING INSTRUCTIONS**

Candidate Name:

School:

Grade: Kindergarten

A. Table 1: Entire class



B. Questions: Performance of the entire class on Learning Goal 1

1. The class made a 61% improvement from the pre to the post assessment.
2. This percent change reflects some students performing very well on the assessment and some performing not very well. The students who did not

perform well are not usually students who perform badly. Because the assessment was a question about recall, many students switched the definitions. I originally introduced the words “conflict” and “peace” with pictures. Students were able to relate these concepts to the pictures very easily. Reflecting on my assessment, I should have provided pictures for the students to choose which one was conflict and which was peace.

*C. Questions: Performance of two selected subgroups in the class on Learning Goal 1*

Group 1: Blue Table

Group 2: Yellow Table

1. These two groups differ in performance. Because my cooperating teacher groups children into table by performance levels, the yellow table seats students with lower performance levels, and the blue table seats children with the highest performance levels in the class. My concern with the yellow table’s performance verses the blue table’s is that they would not be paying attention during the lesson to retain the information needed for the assessment.

2. The only modifications I planned for Learning Goal Assessment 1 was to schedule the Spanish speaking ESL. Joseline (Spanish speaking ESL student) was doing well during the discussion of peace and conflict according to the notes taken. The ESL was not available in the time of the assessment nor was she needed. So therefore, the modifications I made to improve student’s performance were not successful because they were not implemented, nor did they need to be implemented. I could have improved performance by assessing not only orally but also visually, by including pictures in my assessment of “What is peace? What is conflict?”.

*Questions on Individual Students - Learning Goal 1*

Student 1: Gabriel

Student 2: Ricardo

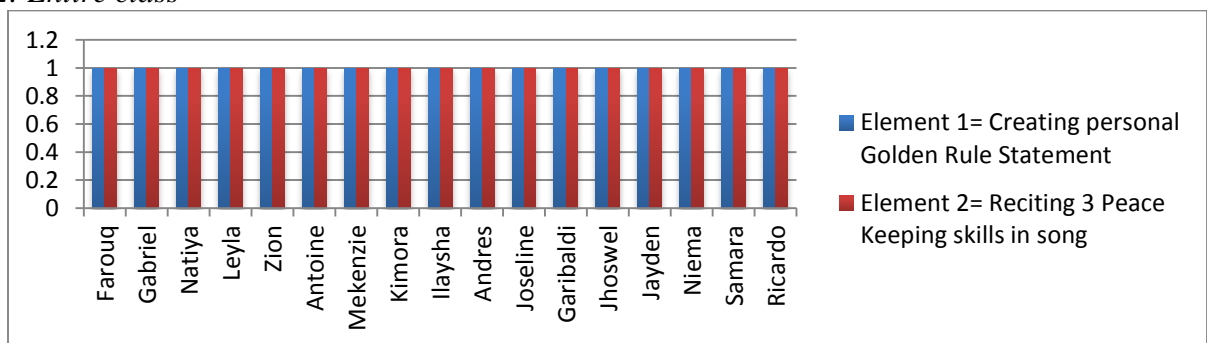
1. Ricardo has low comprehension and performance levels and is developmentally behind the rest of the students of the class. Ricardo did not improve in his assessment of Learning Goal 1. Although Learning Goal 1 is the Lower Level assessment, Ricardo performed higher with the higher level Learning Goal 2 assessment. Learning Goal 1 assessment assessed the recall of the students, while Learning Goal 2 assessment assessed application. Ricardo succeeded in applying his new knowledge through a scenario far better than orally recalling terms.



Gabriel has high comprehension and performance levels and is developmentally above the rest of the class. Gabriel had 100% improvement in his Learning Goal 1 assessment. Gabriel was able to recall the meaning of “Peace” and “Conflict”, as well as apply his peacekeeping strategies in scenarios.

2. To improve Ricardo’s performance I may make Learning Goal 1 assessment applied to a situation or picture rather than a simple isolated question. I may ask which situation shows peace/conflict? Which picture shows peace/conflict? I may also want to just learn more about Ricardo to see what exactly are his strengths and weaknesses with learning. The biggest problem is not knowing what the problem is. Because he is only in kindergarten, a learning disability has not yet been identified.

Table 2: Entire class



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

1. All students were equally successful on both elements of the “Create” portion of my TWS. The first reason for their success was because it was integrating music. Students, in my experience, are much more likely to retain information when it is set to music. The second reason is because I interviewed students individually for element 2. When students struggled, I asked probing questions and gently guided them into creating a personal Golden Rule Statement.

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**Assignment #6: REFLECTION AND SELF-EVALUATION Instructions**

Candidate Name:

School:

Grade: Kindergarten

Professional Goal 1: After reflecting on my pre and post assessment data from my students, I have realized that I should have assessed Learning Goal 1 in a variety of ways. I would like to learn more about how to assess kindergarten children authentically while differentiating instruction.

Step 1: My first step towards my goal will be to research primary sources on the topic. I struggle to know how to assess young children individually who are not yet reading and writing without using one on one assessments.

Step 2: Attend professional workshops on assessing young children authentically that are not able to read and write. I would hope to learn how to create rubrics that allow for differentiated instruction.

Professional Goal 2: My second professional goal is to gain more understanding of children with low comprehension skills, such as Ricardo. I would like to gain more understanding of this but also learn more about characteristics of learning disabilities. I found that one of the largest problems I had in creating and implementing modifications was trying to cater to children with unidentified learning disabilities.

Step 1: My first step towards my goal would be to talk to Ricardo's family. I would be interested to ask what Ricardo's interests are at home and what his perceived strengths and weaknesses are.

Step 2: My second step towards my goal would be to talk to professionals who write IEP's. I would want to ask these professionals; "What can a teacher do for a child with a learning disability before an IEP is written?"

Professional Goal 3: My third professional goal is to learn more about introducing concepts to young children. I believe my lesson was successful in introducing the concepts of "peace and conflict" but it was challenging. I observed students were more successful at grasping these concepts when they were applied to something physical or practical.

Step 1: My first step towards my goal would be to talk to professionals in the field who deal with introducing concepts to young children. I would be interested to explore the children's literature and other resources they utilize. I would also like to research more about child developmental psychology and the development of a child's ability to understand concepts.

Step 2: During reading "The Peace Book" by Todd Parr, I realized that many of my students thought that Peace was a character in the book. The book reads like this; "Peace is painting a neighbors house. Peace is...". I thought it was so brilliant of the students' brains to format this concept into something that it could process. I also thought it would be an excellent way of introducing concepts to young children. Concepts would become characters in a story. The attributes and actions of the characters would be the manifestations of the concepts. I would be excited to begin by creating very informal children's books like this and testing them on children.