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# Early Childhood Education Plan

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TLT/SPED 411 (EDUC 491): Early Childhood Education

May 1, 2012

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Class Description

Miss Ciani’s preschool class has 12 students ages 4 to 5 with five girls and seven boys. The students represent variety of ethnicities with three students of African American descent, three students of Asian descent, four students that identify as Hispanic and two students that identify as Caucasian. Students have upper middle class families from suburban neighborhoods. Two students have individualized education plans (IEPs) both for developmental delays (one fine motor and one language) and two students are English language learners (ELL) with Spanish as their first languages. There are two co-teachers in the classroom, Miss Ciani and Mr. Gullo, a speech pathologist who comes in for one hour every day to work with the student with language delay (Joey) and ELLs and an occupational therapist (OT) who works with the student with fine motor delays (Lucy) on Mondays and Wednesdays. Students generally function on the same age level with language assistance as needed; however, Lucy sometimes needs one on one support for writing tasks. Lucy and Joey have IEPs and the two students who are ELLs are considered at risk for language delays. Parents are always welcome in the classroom and two to three parents tend to visit for a couple of hours each week.

**Classroom Schedule and Adult Matrix**

During this week the class will be working on a worms theme, practice measuring in inches and start work with the lowercase letter “a.” Students will have the opportunity to listen to "Diary of a Worm" by Doreen Cronin and share stories about worm experiences during the introductory lesson. Next, students will have hands-on experiences with worms by making worm houses and interacting with “pet worms.” During this activity, the students will learn about the anatomy and habitat of worms. Students will be read Leo Lionni’s “Inch by Inch” and use their own inch worms to measure classroom items in small groups. Student will use a worm poem to learn how to draw and remember the sound of the lowercase letter “a” and create a worm “a.”

When working in centers, students will be able to dig for worms in the sandbox for a sensory experience. Students can express themselves artistically by painting with spaghetti and yarn worms in the art center or choose to put on a worm play using sock puppets as worms. Additionally, children will be able to spend time playing Vermi the Worm on the computers to learn even more about worms and how they help make compost.

**Classroom Rules**

1. Keep Hands and Feet to Yourself
2. Use your words to tell teachers and friends what you want and need.
3. Make sure you can always see a teacher.
4. Take turns or share.

The above rules were selected because they are the basic guidelines necessary to keep all students safe and happy while at school. The first rule prevents children from hitting each other or touching each other in a way that might promote the spread of illness. The second rule encourages students to express their needs clearly and discourages crying or tantrums. This rule also builds social skills in the children which are critical for kindergarten readiness. The third rule ensures that students are always visible by teachers and promotes the children to remain in safe areas. The fourth rule builds again on social development and creates a strong classroom community. The rules will be posted on the wall in both English and Spanish with pictures near the entrance to make them pertinent to both children and parents as the first sight of the day.

When children display appropriate classroom behaviors, specific verbal praise will be used to positively reinforce their behaviors. From time to time, non-verbal gestures such as thumbs up and high fives will be used to reinforce appropriate behaviors. These gestures will originally be accompanied by verbal praise which will be faded over time. For exceptional behaviors that highlight the classroom rules such as taking some deep breaths and communicating a problem rather than crying, children will be rewarded with a sticker in addition to verbal or non-verbal praise. Additionally, a note will be sent home to parents and the parent who picks up the child will be told about their child's success. When students display inappropriate behaviors that undermine the rules, student will receive corrective feedback. For instance if a student was not sharing or taking turns while playing with a toy train, the teacher might say, “Please choose to either share or take turns with your friends.” If the student does not comply with the correction, a second verbal redirection will be used such as, “I need you to share that train with your friends.” If the student does not comply after five seconds, the student will lose the toy and 5 minutes of free-play time or movie time (which ever comes next in the day). Whenever the later punishment must be used, the parent picking up the child will be told about the behavior at the end of the school day and a note will be sent home.

**Classroom Routines**

When it is time for centers, children will have the opportunity to choose their own center. Children will have their names selected randomly (with name worms being selected out of a hat this week) and when their name is called they will get to go to their preferred center. Each center can accommodate four students. The sensory, art and computer centers will only have four chairs so once all the chairs have been filled in those areas, the students will know that the center is full. For the puppet center, one teacher will stand in that area as children choose centers to make sure that only four students select that center. Children should choose a new center every day during this four day school week. Each center will have a poster with all the students’ names on it. Once a student has selected a particular center, the student or a teacher (depending on students' maturity levels) should cross that student’s name off the poster for that center. Theses posters will be used to help students remember which centers they have already visited and allow teachers to keep track of this information as well. Students will have 30 minutes to enjoy each center but only one block of center time each day, so there will be no movement between centers. If students (Joey or ELLs) are having trouble understanding the language involved in the four student limit, children will be given signs with numbers 1, 2, 3 and 4 to hold up when they arrive at each center. This will remove the language element from the center limits while maintaining the participant cap. If Lucy has trouble holding these signs, a small handle will be adhered to each sign to facilitate a more gross motor skill.

In order to capture students’ attention, a wind chime will be struck. When students hear the wind chime they should be quiet and look at the wind chime to listen to the teacher’s instructions. The wind chime signal will be used when the classroom becomes too loud or rowdy, to indicate that it is time for a transition (cleaning up for one), to get children’s attention for a message or emergency and to signal it is time to wake up after nap time.

**Four Centers**

***Note: All centers should be conducted when the speech pathologist is present.***

### Sensory Center: Digging for Worms

Target Skills: Gross Motor, Fine Motor, Tactile, Visual Search, Social Skills

Materials/Activity: Four students will sit around a sand table which has 30-40 rubber worms hidden in the sand. The students will be able to use shovels, brushes, rakes, limbs, hands and fingers to dig in the sand to find worms. Each student will have a bucket or plastic cup in which to place the worms they find. Students will need to share and take turns with the tools and observe personal space while playing at the sand table.

Modifications: Although no language modifications will be needed for this center, some students might have issues with touching the sand. Vinyl gloves will be available to the students as needed, but students will be encouraged to request this modification. This should help promote use of language in students with language delays and in ELLs. Additionally, Lucy might need help manipulating the sand and worms. To accommodate her needs, Lucy will have access to a sand straining tray or colander that she can use to sift through the sand using more gross motor skills than fine.

Targeted IEP Goals: Joey, the student with language delay, will focus on his goal of using language to communicate needs while in the sensory center. If Joey want a tool another student is using he will need to ask for that tool using words in order to receive it. The speech pathologist will record the frequency count of the amount of times Joey uses language to request a tool and the amount of times he attempts to request a tool without language (pointing, whining). When he does not use language, the pathologist should redirect Joey and remind him to use his words. This will both develop an inherent motivation for Joey to speak as well as provide a clear purpose for his use of words. This same goal may be used with ELLs if deemed appropriate by the speech pathologist.

Lucy, the student with fine motor skill delay, will work on her grasping small objects goal in the sensory center. When Lucy catches a worm in her strainer, she will be requested to take the worm out of the strainer and put it in her worm collecting cup. This will be challenging enough so that she is working on her grasping skills; however use of the strainer will lessen the challenge so that success is possible. At the end of the center, the teacher should record how many worms Lucy has in her cup as successful grasps.

### Art Center: Painting with Worms

Target Skills: Artistic Expression, Fine Motor Skills, Tactile Vocabulary

Materials/Activity: Students will dress in smocks and sit at the art table. Each student will have their own piece of paper and four pieces of cooked, cold spaghetti (smooth worms) and four similarly sized pieces of yarn (fuzzy worms). Students will share plates of blue, yellow, green and red finger paint (one color per student at a time) and will first watch as the teacher dips a piece of spaghetti and stamps it on her paper and the same with the piece of yarn. The teacher will repeat this with each color using different worms for each color as to not mix the paints. When the teacher dips a worm in the paint, she should name the kind of worm (fuzzy or smooth) and the color paint (blue, red, green or yellow) in English and Spanish and have the students repeat both back to her. Then the students will get to use their spaghetti and yarn as stamps to make worm paintings. Students will wash their hands after they are done and put their painting on a drying rack to dry. Once dry, the paintings will be displayed with each student’s name on his or her artwork. An example of the final product from this activity is available in [Appendix A](#App_A).

Adaptations: All students will be required to complete this activity without major adaptations despite special needs. The teacher will require naming of the colors and kinds of worms used in English and in Spanish to work on language development with Joey and the ELL students. Lucy will be expected to try her best to stamp with the worms but be given a larger sheet of paper which will be taped to her desk to help make her successful.

Targeted IEP Goals: Joey will again be working on his goal of using language to communicate needs while in the art center. Joey will be encouraged to ask for each color of paint he needs. Again, the speech pathologist should record the amount of times he uses language to request a color of paint and the amount of times he attempts a request without language. Additionally, the teacher will intentionally “forget” to give Joey yarn (or fuzzy worms). This will require Joey to request the material from the teacher. Again, the same modifications will be used for ELLs if deemed appropriate by the speech pathologist.

Lucy will be working on her goal of grasping small objects but also be working on manipulating them. Lucy will be required to attempt the activity and one on one supports can be used as needed to help her succeed. If possible, Lucy should visit this center on a Monday or Wednesday so that her OT can assist her with the painting task. The OT should record the frequency of her successful grasps and informal observational notes about her strengths and weaknesses during the activity.

### Dramatic Center: Playing with Worm Socks Puppets

Target Skills: Gross Motor, Creativity (Symbolic Play), Social Skills

Materials/Activity: Students will each have a sock puppet of a worm (sock with googly eyes) and will either sit in front of or behind the puppet theater stage (cardboard box with rectangle cut out for stage). The students will take turns putting on a show for their friends using the worm sock puppets. When the children are starting out, the teacher may need to provide suggestions about various worm scenarios such as in the garden, in the trash or after a rain storm. While playing in this center children will be able to share stories and background knowledge about worms using symbolic play. They will also be able to use gross motor skills to move the puppets around the stage.

Adaptations: Due to the intensive use of language in putting on plays, ELLs and Joey will be grouped with peer buddies while in this center. The ELLs will be grouped with another student who speaks Spanish if possible. Additionally, the teacher should absolutely have this center during the time when the speech pathologist is visiting so that he or she can work with the students to develop language usage while playing at the dramatic center.

Targeted IEP Goals: Joey and the ELLs will work on their goals of increasing his overall use of language in the classroom by needing to use words to communicate for their worm sock puppets. The speech pathologist should record their individual use of language with interval recording (language used or not used at any point during the interval) using 5 minute intervals. Lucy will not be developing any IEP-specific goals while working in this center; however, she will have the ability to strengthen social relationships with her peers and show her gross motor competence.

### Computer Center: Vermi the Worm

Target Skills: Technology Skills, Listening Skill, Fine Motor Skills

Materials/Activity: Children will be seated as pairs at the two classroom computers. The Vermi the Worm game will be downloaded to the computers (available free at <http://www.calrecycle.ca.gov/Vermi/Download.htm>) and preloaded onto the screen for the students. The students will have two sets of head phones for each computer (one per student) and be allowed to explore the game at their leisure.

Adaptations: Lucy will be grouped with a peer buddy while at the computers who can help her click on the items she wishes. Joey and the ELLs may have some issues with the game due to it only being available in English and being rather language intensive. Nonetheless, the game is a positive exposure to language and can be easily manipulated even when language is not understood completely. When Joey and the ELLs are working at the technology center they will have peer buddies who can help them understand the language either by being bilingual in the ELL's first language or by having strong overall expression and comprehension skills.

Targeted IEP Goals: Lucy will be encouraged to point to the items on the screen she would like her peer buddy click on which aligns to her goal of accurate pointing. A teacher or OT should observe and record the number of times Lucy attempts to point and the number of times she successfully points accurately. Data should be calculated as the percentage of successful accurate points per 10 minute interval. Joey and the ELLs will not be working on specific goals; however, they will be increasing their exposure to language and expanding their auditory vocabulary. These experiences will help Joey and the ELLs to develop their current goals by broadening the amount of language available to them.

**Four Theme Related Lesson Plans**

## **Mini Lesson Plan 1: An Introduction to Worms**

1. Lesson An Introduction to Worms Subject Circle Time (Reading, Speaking, Listening)

2. Target Grade/Age Level: Preschool/ Ages 4-5

3. Pennsylvania Content Standards:

1.1 Reading Independently

1.1.PK.D. Demonstrate listening comprehension/understanding before, during, and after reading through strategies such as answering questions, retelling, and connecting to prior knowledge.

1.2 Reading, Analyzing and Interpreting Text

1.2.PK.B. Differentiate between real and make believe in a text.

1.2.PK.D. Use illustration clues and story sequence to infer and predict what happens next in a story.

1.6 Speaking and Listening

1.6.PK.B. Speak in simple sentences. Share experiences when asked.

4. Learning Objectives and Aligned Assessments:

|  |  |
| --- | --- |
| **Learning Objectives** | **Aligned Assessments** |
| When prompted by teacher questions, students will be able to retell “Diary of a Worm” by Doreen Cronin after listening to the story read aloud with 90% accuracy. (1.1.PK.D)  When prompted by teacher questions, students will be able to differentiate between real and fake elements of “Diary of a Worm” by voting items as either real or fake with 95% accuracy. (1.2.PK.B)  When prompted by teacher questioning, students will use pictures to predict what will happen in a story with 90% accuracy. (1.2.PK.D)  During circle time, students will share stories about experiences with worms with at least one story told by each student speaking in simple sentences with 90% accuracy. (70% for ELLs and student with language delay) (1.6.PK.B) | The teacher will ask the students to tell her what happened in the beginning, middle and end of “Diary of a Worm” right after reading the story aloud to the students. The teacher can prompt students for more information as necessary. (formative, if students do not remember, the teacher should reread that part of the story)  Frequently throughout “Diary of a Worm” the teacher should name something the worm is doing on the page and point to it. Students will raise their hand in the style of a vote to note if the element is real or fake. (formative, if students vote incorrectly the teacher should review why an element is real or fake)  During “Diary of a Worm” the teacher will show pages to the children and ask them what they think will happen. (formative)  Each student will meet with a teacher during the unit and look at a story. The teacher will ask the student to predict what will happen based on the pictures and preceding information. (summative)  During circle time, students will be asked to share stories about a time when they saw a worm or an experience they had with a worm. The teacher should go around the circle to give each child an individual opportunity to respond. (formative)  At the end of the unit, students will say at least one thing the learned about worms during circle time. The teacher should go around the circle to give each child an individual opportunity to respond. (summative) |

5. Materials Needed:

* “Diary of a Worm” by Doreen Cronin
* Pictures of Worms (see [Appendix B](#AppB))

6. Expectations for Behavior and Class Activities:

* Students will use a quiet, raised hand to indicate they would like to ask or respond to a question.
* Students will sit “criss-cross-applesauce” during the entirety of the lesson.
* Students will remain quiet when others are speaking, allowing only one student to respond at a time.
* Students will follow the classroom rules (Keep Hands and Feet to Yourself, Use your words to tell teachers and friends what you want and need, Make sure you can always see a teacher, Take turns or share.)

7. General or Specific Accommodations for Special Needs Learners:

* Teachers will incorporate Spanish into the lesson where ever possible and appropriate.
* Teachers will use gestures and pictures to enhance lesson and make material clear for ELLs and Joey.
* Teachers will seat ELLs Joey near the front of the circle so that they can easily see pictures in the story.
* Joey will be encouraged to express his own worm story, but be allowed to act out some parts of his story if necessary.
* Students will be allowed to use any modifications noted in their IEP.

8. Description of Learning Activities

| **Lesson Implementation** | **Accommodations for Special Needs Learners** |
| --- | --- |
| Description of Introductory Activity:  The teacher will show students the book “Diary of a Worm” and ask them what kind of bug is on the cover. Students will respond a worm and the teacher will tell them how to say worm in Spanish (guasano) and have the students repeat it. The teacher should ask the students what they think the story will be about and then begin the story.  Guided Practice and Feedback:  The teacher will read “Diary of a Worm” to the students and ask the following questions or initiate the following votes after the pages corresponding to the dates as noted below.  March 29: Do you think that the worm really tried to teach spider to dig? Is it real or fake? ¿Naturales o falso? (class vote)  Show pictures for March 30: What do you think worm will write about here? ¿Qué crees que pasará?  April 4: Can worms really dig? Is it real or fake? ¿Naturales o falso? (class vote)  April 10: Who has seen a worm on the sidewalk after it’s rained all day? (raise hands) Why do you think they might do that?  April 12: Do worms really go to school? Is it real or fake? ¿Naturales o falso? (class vote)  April 20: What do you worm will write about here? ¿Qué crees que pasará?  June 5: What do you think is going to happen here? ¿Qué crees que pasará? Can worms eat? Is it real or fake? ¿Naturales o falso? (class vote)  July 28: What might worm write about here? ¿Qué crees que pasará?  July 29: Do you think worms really don’t have to take baths? (class vote)  After the story the teacher should ask the students:  What did worm write about at the beginning of the story? ¿A Partir?  What did worm write about in the middle of the story? ¿Medio?  What did worm write about at the end of the story? ¿Final?  Modeling/Demonstration:  The teacher will praise the students for listening and responding to “Diary of a Worm” and tell the students that now they can share their own experiences about worms. The teacher should share her own story about an experience with a worm first. Next, the co-teacher should go. The co-teacher should pretend he does not have a story to share. The first teacher will tell the second that it is ok and give him a picture of a worm (see [Appendix B](#AppB)). The teacher should describe that worm, what it is doing and its environment. Next, any paraprofessionals in the classroom should share their stories about worms.  Independent Practice/Exploring:  Now, the students will have a chance to share their own worm stories and/or experiences. The students should tell a story about a time they saw a worm or had another experience with a worm similar to the way the teachers did. If a student does not have an experience with a worm to share, they should be given a picture of a worm in the same way as the second teacher. The student should describe the worm, what it is doing and the worm’s environment to the rest of the class.  Review and Preview:  The teacher will say that just like the worm, the students all have a bunch of experiences with worms. She can tell students that they will get to have experiences with a real worm tomorrow. Bringing the book back out, the teacher should ask the students what kind of things they saw in the worm’s home (dirt, sticks, leaves). The teacher should agree with the students that if they bring some leaves and sticks to class tomorrow that she will bring some dirt and they can make some homes for real worms (casas de guasano naturals). | ELLs and students with language delay will be seated near the front to better see the pictures in the book. Spanish words will be incorporated to assist ELL students.  The teacher will present each set of pages slowly and point to each word as she reads it. She will also make sure to point to pictures when asking questions about them.  For ELLs or students with language delay, sentence fragments or short phrases may be used to tell the story. ELL may use a peer buddy who also speaks Spanish to help translate his or her story, but should make some attempt at telling it in English. |

9. Potential Areas of Difficulty with the Content and Correction Procedures

There may be some trouble with the ELLs and Joey understanding the content of the book due to the language. Teachers will use as much gestures and pointing to illustrations as possible to lesson this difficulty.

When sharing stories about worms, some student might be shy or have a challenging time producing enough language to share the stories. If this occurs, students will be encouraged to share as much information as possible, but may be allowed to use the chalk board or white board to draw images to help them tell their stories.

If the school is in an urban neighborhood, the majority of students may not have seen worms. If this happens, internet videos may be used to show the children worms and help them gain experiences with worms. (http://www.youtube.com/watch?v=Xmtdm-tfnCA; http://www.you  
tube.com/watch?v=mb6vw951U6M; http://www.youtube.com/watch?v=J50BaZkVOI4; http://www.youtube.com/watch?v=rPtJVXsJInY)

10. Summative Assessments:

Predictions Assessment

In a one-on-one Meeting with each student individually:

Read a book with a student chosen by the student. Before reading each page, ask the student to predict what will happen based off the pictures. This may be done in Spanish with ELL students. Record the following:

Number of Predictions Requested:\_\_\_\_ (A)

Number of Predictions Made:\_\_\_\_ (B)

Number of Predictions Related to Story:\_\_\_\_ (C)

Number of Unrelated Predictions:\_\_\_\_\_ (D)

(B/C)x100: \_\_\_\_\_% of Requested Predictions Made

(C/B)x100: \_\_\_\_\_% Predictions In-line with Story(considered accuracy)

Related predictions should be any prediction that the student can explain based on previous information in the story or the pictures presented. Unrelated predictions are those which are inconsistent with the content of the story and that the child cannot logically explain.

Expression Assessment

At the end of the unit during circle time ask the students:

Share something you learned about worms. (count number of sentences, number of grammatically incorrect sentences and number of grammatically correct sentences)

Total Sentences:\_\_\_\_\_\_ (C)

Grammatically Correct:\_\_\_\_\_ (A)  
Grammatically Incorrect:\_\_\_\_\_ (B)

(A/C)x100: \_\_\_\_\_\_% Correct Sentences (considered accuracy)

11. Reflections: This lesson has not been taught at this time, so no reflections are currently available.

12. Sources:

Cronin, D. (2003). Diary of a worm. New York : Joanna Cotler Books.

## **Mini Lesson Plan 2: Worm Worlds**

1. Lesson Worm Worlds Subject Science

2. Target Grade/Age Level: Preschool/ Ages 4-5

3. Pennsylvania Content Standards:

1.4 Types of Writing

1.4.PK.B. Write, dictate, or illustrate to communicate information.

1.5 Quality of Writing

1.5.PK.A. Illustrate or dictate to an adult about one specific topic.

1.8 Research

1.8.PK.A. Ask questions about topics of personal interest to gain information.

1.8.PK.B. Locate information on identified topics with teacher guidance.

4. Learning Objectives and Aligned Assessments:

| **Learning Objectives** | **Aligned Assessments** |
| --- | --- |
| When given a handout and prompted by the teacher, students will draw and label pictures of worms based on direct observations of worms with at least two out of four parts labeled in English. (1.4.PK.B, 1.5.PK.B)  When asked by the teacher and provided with a word bank of each section name, students will be able find and identify the mouth, tail, saddle and sections of a worm with 100% accuracy (they may ask teachers for assistance as needed). (1.8.PK.A, 1.8.PK.B) | Students will draw a picture (see [Appendix C](#AppC)) of their observed worm. Students will label parts of the worm using a word bank which includes mouth, tail, saddle and sections. (formative, if students cannot identify worm parts teachers should help point parts out)  At the end of the unit, students will draw pictures of their worms in their worm worlds and label parts of the worm from a word bank (mouth, tail, saddle, sections). (summative)  Students will point to the mouth, tail and saddle of an actual worm when asked to by the teacher. (formative) |

5. Materials Needed:

* One set of the following for each student:
* One Live worm (may be purchased at a bait shop)
* One cup of soil (top soil is easiest)
* One small plastic food storage container with holes poked in the top
* Some sticks/leaves (brought in by students or collected from outside)
* Plastic magnifying glass
* Handout (attached)
* Writing Instrument (pencil or crayons)

6. Expectations for Behavior and Class Activities:

* Students will use a quiet, raised hand to indicate they would like to ask or respond to a question.
* Students will sit at tables with feet on floor and rears in their seats during the entirety of the lesson.
* Students will remain quiet when others are speaking, allowing only one student to respond at a time.
* Students will follow the classroom rules (Keep Hands and Feet to Yourself, Use your words to tell teachers and friends what you want and need, Make sure you can always see a teacher, Take turns or share.)
* Students will be careful with the worms and avoid hurting or injuring the worms by squishing them or holding them too tightly.
* Students will keep the worms out of their bodies and away from their faces and the faces of their friends.

7. General or Specific Accommodations for Special Needs Learners:

* Teachers will incorporate Spanish into the lesson where ever possible and appropriate.
* Teachers will use gestures to enhance lesson and make material clear for ELLs and Joey.
* Joey, ELLs and Lucy will be assigned peer buddies to assist them as needed during the lesson and activities.
* Lucy will have her handout taped to the table as she works and be given larger writing instruments and a large-handled magnifying glass.
* Lucy may have trouble handling her worm. Teachers should move the worm from table to worm house for Lucy to avoid any possible mishandling.
* Students will be allowed to use any modifications noted in their IEP.

8. Description of Learning Activities

| **Lesson Implementation** | **Accommodations for Special Needs Learners** |
| --- | --- |
| Description of Introductory Activity:  The teacher will have students seated at tables with their leaves and sticks brought in from home (or from outdoor play earlier in the school day). The teacher will say:  Wow, friends. You brought in all kinds of items to make a home for worms today. Who’s ready to make a worm house or casa de guasano? Who can share what they brought in and why? (choose two to three students to share their items) Great! Are we ready to started working with the worms? ¿Listo para guasanos? Bien. Watch me first; verme primero.  Modeling/Demonstration:  The teacher will take out a food container allow another teacher to fill it half way with soil. Then the first teacher should place his sticks/leaves on top of the soil. When the other teacher gives him a worm, he should be very careful while holding it and may put it on the table first and look at it with his magnifying glass. The other teacher will point out the mouth, tail, segments and saddle) the first teacher will then point them out to the teacher and then carefully pick up his worm and put it on the soil in the food container and put the top on it. Then he should say now I will work on my observation paper.  The head teacher should say: Wow, Mr. *Teacher* was very careful while hold his worm and held his container steady when I put in the soil. Mr. *Teacher* era muy cuidadoso mientras mantiene su guasano. He did a great job. Did you see the parts of the worm he pointed out? We’ll look at those together soon.  Guided Practice and Feedback:  Students will take out their containers and one teacher should go around and fill each container halfway with dirt. After all students have dirt, tell students it is time for them to put in their leaves/sticks. Next, hand out worms by putting them on the table in front of each student while the second teacher says:  Let’s use our magnifying glasses to observe or look at our worms. Draw a simple picture of a worm (see handout answer key in [Appendix C](#AppC)) on the board. Can you all find the big part in the middle of the worm and point to it? (Once all students are pointing correctly continue). That is called the saddle. Let’s all say saddle. (Choral response, saddle). Label the saddle on the picture of the worm on the board. Great. The tail is on the end of the worm that is more flat, o plano, than round, o alrededor. Who can point to the tail side (once all students are pointing correctly continue, students may be redirected if needed). Great, let’s all say tail (choral response, tail). Label the tail on the picture of the worm on the board. Next, let’s find the mouth, o boca, on the other end (once all students are pointing correctly continue). Let all say mouth. (choral response, mouth). Label the mouth on the picture of the worm on the board. Wonderful, do you see all the lines on the worm? ¿Qué ver todas las líneas en la guasano? Esta segments. They’re called segments. Let’s all say segments (choral response, segments). Label the segments on the picture of the worm on the board. Now you can take some time to observe your own worm. When you are finished looking at your worm, please put it in the worm house. I’m going to handout some papers. I want you to draw a picture of your worm just like I did. Use the words in the box on the handout or the same words like I wrote on the board to lable the picture you draw with the mouth, tail, saddle and segments. If you need help, you can ask any teacher and we will be happy to help you.  Independent Practice/Exploring:  Give students time to explore their worms and draw pictures of them on the handout. Assist students as needed and closely monitor them to make sure they are being gentle while working with the worm. If students are having trouble holding the worm (physical or aversion) the teacher may pick it up and put it in the worm house for the student. Walk around and make sure students are labeling their worms. If students are having trouble, refer them to the picture on the board and the word box on the handout.  When everyone’s drawings are done, write students’ names on their pages and collect them to review to make sure students understand the basic worm parts of the worm. Put the lid on each worm house securely and write each student’s name on his or her worm house and move to a special area of the classroom. Later in the week (at the end of the unit) students should draw another picture of their worm in the worm house (so they might see their tunnels) and label the same parts. The same handout may be used for this activity.  Review and Preview:  Teacher says: Now we need to give our worms some time to get used to their new worm worlds. Remember not to shake their houses or knock them over because we wouldn’t like it if someone did that to our homes. Next week, we will draw pictures of how the worms decorated their homes? What do you think they might do? (get answers until some children respond dig or build tunnels). OK, we’ll have to wait and see. Let’s go wash our hands now. | As appropriate Spanish words and phrases will be incorporated into the teacher’s instruction where possible. Additionally, the teacher will use gestures such as pointing or displaying items whenever possible.  The teacher will have students chorally respond and repeat key vocabulary words in English. This will help both students with language delay and ELLs learn the new specific vocabulary words.  Students with fine motor delays will be assisted with moving the worm. When drawing larger writing utensils will be available and the handout will be taped to the table. |

9. Potential Areas of Difficulty with the Content and Correction Procedures

Students may have trouble telling the mouth from the tail of the worms because the worms might be contracted (especially if scared). In this scenario, the teacher can remind the students that the mouth is on the end that is usually closer to the saddle on the worm. Although this is only sometimes true, it is most common and can be used as a reference if the more flat part of the worm is impossible to determine. The same issue might arise during the summative assessment and the same correction may be used.

Students may be afraid of worms or grossed out by them. In this scenario, the teacher should remind students that they are simply another kind of animal like a puppy or kitten. Also, do not force children to touch the worms if they do not wish. The teacher should be prepared move the worms for the children. If a child is excessively frightened by a worm, the worm may be placed in a bucket or tub so that the child doesn’t think the worm can “get them.”

10. Summative Assessments:

See [Appendix C](#AppC) for handout to be used for both formative and summative assessment.

When the handout is given as a summative assessment (approximately one week after this lesson or at the end of the worms unit) say the following.

Please look at your worms in their worm houses. Use this handout to draw a picture of what your worm looks like in the worm house. Label the mouth, tail, segments and saddle using the spellings from your word boxes on the handout. If you need help, you can ask a teacher and we can help you find the right word to label your worms.

Assess this handout for the same attributes as were used in the formative assessment (2 out of 4 parts of the worm accurately labeled), but also look for images of the worms’ homes and tunnels.

11. Reflections: This lesson has not been taught at this time, so no reflections are currently available.

12. Sources:

Buglife-The Invertebrate Conservation Trust (2009). Earthworm factsheet. Retrieved from http://www.buglife.org.uk/Resources/Buglife/Earthworm%20Factsheet.pdf

## **Mini Lesson Plan 3: Inch Worm Measuring**

1. Lesson Inch Worm Measuring Subject Reading/Math

2. Target Grade/Age Level: Preschool/ Ages 4-5

3. Pennsylvania Content Standards:

1.1 Reading Independently

1.1.PK.D. Demonstrate listening comprehension/understanding before, during, and after reading through strategies such as answering questions, retelling, and connecting to prior knowledge.

1.2 Reading, Analyzing and Interpreting Text

1.2.PK.D. Use illustration clues and story sequence to infer and predict what happens next in a story.

2.3 Measurement and Estimation

2.3.PK.B. Use concrete objects as nonstandard units to estimate and measure, with adult awareness.

2.6 Statistics and Data Analysis

2.6.PK.A. Use environmental objects for data collection purposes

4. Learning Objectives and Aligned Assessments:

| **Learning Objectives** | **Aligned Assessments** |
| --- | --- |
| When prompted by teacher questions, students will be able to retell “Inch by Inch” by Leo Lionni after listening to the story read aloud with 90% accuracy. (1.1.PK.D)  When prompted by teacher questioning, students will use pictures to predict what will happen in a story with 90% accuracy. (1.1.PK.D)  When given mock inch worms in pairs during an intentional exploration time, students will measure objects in inches using the mock inch worms with 80% accuracy. (2.3.PK.B; 2.6.PK.A) | The teacher will ask the students to tell her what happened in the beginning, middle and end of “Inch by Inch” right after reading the story aloud to the students. The teacher can prompt students for more information as necessary. (formative, if students do not remember, the teacher should reread that part of the story)  During “Inch by Inch” the teacher will show pages to the children and ask them what they think will happen. (formative)  Each student will meet with a teacher during the unit and look at a story. The teacher will ask the student to predict what will happen based on the pictures and preceding information. (summative, to be combined with summative assessment from [Lesson 1](#LP1))  Students will be grouped in pairs and given ten 1 inch pieces of yarn (mock inch worms). Students will find three items in the classroom to measure, draw a picture of those items and write down the measurements in inches (using the worms). (formative, if students' measurements are more than 80% off, the teacher should reteach the measuring task.) |

5. Materials Needed:

* "Inch by Inch" by Leo Lionni
* One Handout for each student(see [Appendix D](#AppD))
* Ten mock inch worms per set of two children

6. Expectations for Behavior and Class Activities:

* Students will use a quiet, raised hand to indicate they would like to ask or respond to a question.
* Students will sit “criss-cross-applesauce” during the listening part of the lesson.
* Students will remain quiet when others are speaking, allowing only one student to respond at a time.
* Students will follow the classroom rules (Keep Hands and Feet to Yourself, Use your words to tell teachers and friends what you want and need, Make sure you can always see a teacher, Take turns or share.)
* Students will work cooperatively with their peer buddies and work together as a team.
* Students will only measure things that they can reach and know they are allowed to touch.

7. General or Specific Accommodations for Special Needs Learners:

* Teachers will incorporate Spanish into the lesson where ever possible and appropriate.
* Teachers will use gestures and pictures to enhance lesson and make material clear for ELLs and Joey.
* Teachers will seat ELLs and Joey near the front of the circle so that they can easily see pictures in the story.
* Students with special needs will be intentionally grouped with peer buddies that are at the average grade level in the skills where the students with special needs lack. (communication, find motor skills) ELLs will be groups with bilingual peers.
* Students will be allowed to use any modifications noted in their IEP.
* Lucy will be paired with a peer who is competent in fine motor skills and be given a larger pencil for the handout. If necessary, pictures of items to measure may be drawn by the teacher for Lucy and she can draw the line of how much of that item was measured.
* Joey will be grouped with a student that speaks and expresses well with words. Teachers will encourage Joey to pick at least one of the three measured items and communicate his choice with his peer buddy.

8. Description of Learning Activities

| **Lesson Implementation** | **Accommodations for Special Needs Learners** |
| --- | --- |
| Description of Introductory Activity:  Students will be shown the book "Inch by Inch" by Leo Lionni. Using the pictures on the cover page, students will be asked to predict what the story will be about. The teacher should point out the author or autor and illustrator or ilustrador and have students repeat those titles to her in English and Spanish.  Guided Practice and Feedback:  The teacher will now read "Inch by Inch" to the students and use the following scripted questions:  Robin Page (1-2):  What do you think is going to happen next? ¿Qué crees que pasará después?  Measuring Robin's Tail Page (5-6):  How did the inchworm measure the robin's tail?  (students: used how big his body was to count)  Great, can we count to five with inchworm? (choral 1,2,3,4,5)  Flamingo Page (9-10)  Before reading, What do you think is going to happen here? ¿Qué crees que va a pasar aquí?  Toucan Page (11-12):  Do you think I can measure the toucan's beak too? (Take out one of the mock worms to measure with.) I need you to count each inch my worm crawls. (make your worm crawl to measure the beak like the worm in the story does and the students will count with you. The actual length will vary depending on your version of the book).  Hummingbird Page (17-18):  Before reading, What do you think is going to happen here? ¿Qué crees que va a pasar aquí?  Nightingale Page (19-20):  Why can't the inch worm measure songs? ( you can't touch them)  Nightengale Singing Page (21-22):  Before reading, Look at the pictures, what do you think the worm will do? Mira las fotos. ¿Qué le parece el gusano va a hacer?  After the book:  So he ran away by measuring. That's pretty funny. Let's try and remember the whole story.  What happened beginning of the story? ¿A Partir?  What happened in the middle of the story? ¿Medio?  What happened at the end of the story? ¿Final?  Modeling/Demonstration:  The teacher should say: Now we are going to measure things using our own inchworms! Mr. *Teacher* is going to put you all in pairs and hand out bags with 10 inchworms in them to each group. Don't worry; they are only pretend inchworms. Not like yesterday's worms. While he is handing everything out, I need you all to watch me carefully so you will know how to be expert measurers just like our inch worm.  First, I am going to use this handout as my measuring log (see [Appendix D](#AppD)). (tape handout to board so students can see how you enter information on it.) Let's see. I want to measure this pencil. (Tape the pencil to the board or sit in the center of the circle so students can see you.) I need to record what I'm going to measure first. (Draw a picture of the pencil in the first box on the handout.) Now, I can measure. (Place worms head to tail next to each other and count each worm you put down out loud. Once worms are lined up on the entire pencil count them.) I need your help to count these worms. One, two, three, four, five, six. Wow, that means my pencil is 6 inches long. I need to record that so I don't forget. (Write a "6" on your handout in the box next to the worm). OK, let's find two more small things to measure. I need all the things I measure to be something that is safe for me to touch, what do you think I should measure?  Take student suggestions to measure two more items using the preceding procedures. Once you have measured and recorded three items, handout the handouts and let the students go.  Independent Practice/Exploring:  Students will use their inch worms to measure items around the classroom in the same way that the teacher modeled. Teachers should circulate throughout the classroom to help students as appropriate and as needed. Guide students to measure things that are less than ten inches so that they don't run out of worms. Make sure students are filling out the handout appropriately and remind them that it is always important to record what we find so we can share it later. When students have measured three items and recorded their findings, have them join the circle again.  Review and Preview:  Great, what kind of measurements did you make? (have students respond with different items they measured and share their measurements). Who measured the smallest item? Anyone have something that was only 1 inch? (Call on any student that has this and ask them to share what it was. If there is no students with one inch continue to two and so on) Wow, that's very small. Who found something that was 10 inches (Have students share their large findings). Wow, the biggest item was 10 inches. Great. Now that we learned how to do some math with worms, do you think they can help us learn to read? (yes) Great, tomorrow we will try to find some worms that will help us to read. | ELLs and students with language delay will be seated near the front to better see the pictures in the book. Spanish words will be incorporated to assist ELL students.  As appropriate Spanish words and phrases will be incorporated into the teacher’s instruction where possible. Additionally, the teacher will use gestures such as pointing or displaying items whenever possible.  The teacher will present each set of pages slowly and point to each word as she reads it. She will also make sure to point to pictures when asking questions about them.  Students with special needs are grouped with peer buddies during this activity. These buddies are function at grade level or higher. ELLs are paired with bilingual students to help them in both English and Spanish. |

9. Potential Areas of Difficulty with the Content and Correction Procedures

Some students that are weaker in counting may have trouble counting the worms and hence measuring. Use of the peer buddy system should aid students by grouping those weaker in counting and math with those stronger in these skills. In this way, students may scaffold their peers' learning.

Students may be tempted to measure the wrong items (i.e. items larger than ten inches or those that are not necessarily safe). Teachers should actively travel around the room and redirect students as appropriate towards more appropriate items to measure.

Lucy may have trouble manipulating the worms. Using a peer buddy may help her to measure items, but it is important that Lucy is also learning how to measure. Lucy may be given a larger measuring worm with one inch marks to allow her more active involvement in this activity if her counting is strong or may be buddies with a teacher to make sure she is getting a chance to work on counting and measuring despite her fine motor difficulties.

10. Summative Assessment:

Prediction Assessment

One-on-one Meeting with Student:

Read a book with a student chosen by the student. Before reading each page, ask the student to predict what will happen based off the pictures. This may be done in Spanish with ELL students. Record the following:

Number of Predictions Requested:\_\_\_\_ (A)

Number of Predictions Made:\_\_\_\_ (B)

Number of Predictions Related to Story:\_\_\_\_ (C)

Number of Unrelated Predictions:\_\_\_\_\_ (D)

(B/C)x100: \_\_\_\_\_% of Requested Predictions Made

(C/B)x100: \_\_\_\_\_% Predictions In-line with Story(considered accuracy)

Related predictions should be any prediction that the student can explain based on previous information in the story or the pictures presented. Unrelated predictions are those which are inconsistent with the content of the story and that the child cannot logically explain.

11. Reflections: This lesson has not been taught at this time, so no reflections are currently available.

12. Sources:

Langille, M. (2006). Leo Lionni: A resource guide for teachers. Retrieved from http://www.mermaidtheatre.ns.ca/repertory/swimmy/Leo%20Lionni%20-%20a%20resource %20guide%20for%20teachers.pdf.

Lionni, L. (1960). Inch by inch. New York: I. Obolensky.

## **Mini Lesson Plan 4: The Sound and Shape of "a"**

1. Lesson The Sound and Shape of ‘a” Subject Literacy, Social Skills

2. Target Grade/Age Level: Pre-Kindergarten; Ages 4-5

3. Pennsylvania Content Standard:

1.1 Reading Independently

1.1.PK.B: Employ word recognition techniques:

* Associate some letters with their names and sounds.
* Differentiate letters from numbers.
* Identify familiar words in environmental print.

4. Learning Objectives and Aligned Assessments:

|  |  |
| --- | --- |
| **Learning Objectives** | **Aligned Assessments** |
| Students will be able to identify and produce the sound of “a” with 100% accuracy. (1.1.PK.B)  Students will be able to trace the pattern of a lowercase “a” with 90% accuracy. (1.1.PK.B)  Students will be able to visually identify a lowercase “a” with 100% accuracy. (1.1.PK.B) | Students will chorally respond to teachers when asked to produce the sound of “a.” (formative, repeat with modeling until 100% accuracy is achieved)  Student will trace solid and dashed patterns in the shape of a lowercase “a.” (summative)  Students will identify lowercase “a” in peers’ nametags. Students will also produce a lowercase “a” using a "wire worm" (pipe cleaner). (formative, assist with modeling until competent) |

5. Materials Needed:

* One Black/White Board with Writing Implement
* One Copy of Apple-Slide-a Visual (see [Appendix E](#AppE))
* One Set of Items Below for Each Student:
  + One Pipe Cleaner
  + One Name Tag (name pre-printed on tag with short a sounds in green and other lowercase a sounds in red)
  + One Pencil
  + One Copy of Summative Assessment (to be used later in unit, see [Appendix E](#AppE))

6. Expectations for Behavior and Class Activities:

* Students will use a quiet, raised hand to indicate they would like to ask or respond to a question.
* Students will sit “criss-cross-applesauce” during the entirety of the lesson.
* Students will remain quiet when others are speaking, allowing only one student to respond at a time.
* Students will follow the classroom rules (Keep Hands and Feet to Yourself, Use your words to tell teachers and friends what you want and need, Make sure you can always see a teacher, Take turns or share.)
* Students will use pipe cleaners safely and keep them away from eyes, body openings and their peers.

7. General or Specific Accommodations for Special Needs Learners:

* Teachers will intentionally use visual gestures and references throughout the lesson to complement spoken material.
* Teachers will show the class how to produce “a” in American Sign Language to foster inclusion of students with language delays.
* Students with special needs will be provided with peer buddies as necessary. Buddies will be students functioning at or above grade level who are capable of assisting the student positively.
* Students with special needs will be intentionally seated near the front of the classroom (closest to teachers) in order to give them optimal attention and visual experiences.
* Teachers will model all activities (especially those heavily reliant on language) in order to provide visual examples of the expectation for the activity.
* Lucy will be allowed to use larger pipe cleaners to facilitate fine motor skills during the pipe cleaner activity.
* Lucy will have letter traces blown up to 150% their size and be allowed to use a larger pencil for tracing these letters.

8. Description of Learning Activities

| **Lesson Implementation** | **Accommodations for Special Needs Learners** |
| --- | --- |
| Description of Introductory Activity:  Students will be show the Apple-Slide-a posters (see [Appendix E](#AppE)) and be introduced to the following poem:  First make a round apple to eat, then a slide for a worm when he’s finished his treat!  The children will watch the teacher trace the image for the “a” and the teacher will ask students what they might say when they go down a slide. When students respond, “Aaaa,” the teacher should praise the students and tell them that’s what the worm says too. He says that because that is the sound the “a” makes. Students should chorally respond the “a” sound and be praised for making great “a” sounds.  Modeling/Demonstration (Activity A):  Teachers will ask students if they can find the sound of “a.” Miss Allison’s name will be used to highlight the “a” sound.  Guided Practice and Feedback (Activity A):  Next, a student in the class with an “a” in his or her name should be selected from the class and brought up. Have a student volunteer to find the “a” in the highlighted student’s name first using the sound of his or her name and then locating it in his or her name tag. Teachers should note that if the "a" in the name is green it makes the short a sound but if it is red, it makes a different a sound that we will learn about in Kindergarten.  Independent Practice/Exploring (Activity A):  Students will be allowed to hunt for the letter “a” on their own looking at their fellow students’ name tags. Teachers should mingle to make sure students are first identifying the “a” sound and then finding the letter. Teachers must also use this time to formatively assess each student’s understanding of both the sound and shape of “a.” Adjustments may be made to individually instruct students during this time as necessary. This should continue for about 5 minutes and students will be brought back together to begin Activity B.  Modeling/Demonstration (Activity B):  Regrouped students will have "wire worms" (pipe cleaners) distributed to them and safety rules for using the "wire worms" will be reviewed. The teacher will have students attend again to the poem and while one teacher reads the poem the other will use the "wire worm" to model the creation of the written “a” shape.  Guided Practice and Feedback (Activity B):  After the teachers have modeled the activity, the teachers will guide the students to put their hands in the air to pretend to make an “a.” The head teacher can read the poem while the co-teacher makes the lowercase “a” in the air. Students should do the same movement as the co-teacher and recite the poem with the head teacher. This should be repeated two to three times and then students can progress to making their wire worm “a.”  Independent Practice/Exploring (Activity B):  Students should be redirected to their "wire worm" to make the “a.” At this time students should be encouraged to use the poem to make the “a” or to make it just using memory if they can remember the whole lowercase “a.” Teachers may assist students as necessary but allow all students to produce their own “a.” If students are having difficulty with this formative assessment, teachers may take step back to modeling or guided practice.  Review and Preview:  Students should sit in the circle and the teacher will say the following:  Can all of you put your “a” in the air? OK, now what sound does the letter “a” make? *Students should respond, “aaaa.”* Great, who can tell me the poem we use to remember how to draw a lowercase “a”? *Select a student or students to either recite to give the gist of the poem.* Wonderful. First make a round apple to eat, then a slide for a worm when he’s finished his treat! *While reciting poem, trace the pipe cleaner “a” with your finger*. What sound does a worm make when sliding down the apple? *Students should respond, “aaaa.”* Wow, just like the sound the letter “a” makes. You are getting really good at this. Tomorrow we are going to practice writing the letter “a” with pencils. Remember the poem and we will all do very well. | If necessary, create individual copies of the visual aid for students to hold and view independently.  Teachers should point to each word (and picture above each) when reading the poem.  Teachers and students can put their hands in the air as they say “aaaa” to indicate going down a slide.  If a student is exhibiting problem behaviors, try to highlight this student as one of the volunteers.  Teachers may need to assist shy students or those with limited language or social skills during this activity. Teachers may guide the student, but interactions should be allowed to be independent.  Teachers must pay special attention to both reading the poem clearly and gesturing to the words and fully modeling the pipe cleaner activity.  When students are producing their “a” in the air, teachers should use positive feedback and praise to encourage students.  If Lucy is having trouble with he adapted "wire worm," teachers should assist her but only as much as is needed according to her IEP. |

9. Potential Areas of Difficulty with the Content and Correction Procedures

Students may question instances where “a” makes a schwah sound or long a sound. Teachers should explain that sometimes letters make different sounds based on their letter friends around them. When they see a green colored "a" in their friends’ names, they will know that the name has the short "a" sound. If they see a red letter "a" then it makes a different "a" sound that they will learn about in Kindergarten. Tell students that today we are only learning the short a sound that a makes all by itself.

10. Summative Assessment:

Please see [Appendix E](#AppE) for “a” tracing sheet for unit summative assessment item.

When grading this assessment, lay the key over the student's paper. Whenever their traced "a" is outside of the bubble "a" you may mark this "a" as incorrect. Students should have 90% or greater accuracy when tracing the "a." Lucy will need larger handouts and may score lower and a similarly blown up key (copy at 150%).

11. Reflections: The short "a" sound is not as widely present in US names as one may expect. Due to this large under usage, letters need to be color coded to help facilitate and differentiate between the various "a" sounds. Nonetheless, the social search for the letter "a" truly facilitated conversation initiation and reciprocating vocal exchanges between students. This was intended to be mild social skill training by having students initiate conversations; however, the give and take of the conversations and appropriateness of topics used when this task was implemented was an overwhelming success. Students focused on a direct topic and communicated purposefully. They said please and thank you and even used proper transitioning language to end conversations. Giving students a limited amount of time to engage in multiple conversations seems highly conducive to naturalistic social skill acquisition.

12. Sources:

Foorman, B. R., Chen, D., Carlson, C., Moats, L., Francis, D. J., & Fletcher, J. M. (2003). The necessity of the alphabetic principle to phonemic awareness instruction. *Reading and Writing,* *16*(4), 289-324.

**Family Communication**

Each day when students are dropped off or picked up, at least one teacher will take time to talk to the guardian of that child. This informal communication should tell the parent what will be happening or what happened at school that day (activity, any behavioral issues good or bad). Teachers should always communicate any exceptional behaviors or accomplishments of the student during this discussion including academic successes, crying episodes, struggles, optimal uses of social skills and intriguing questions or comments by the student. Keep the parents informally aware that their student is being individually attended to and looked at for not only failures but successes each day.

When an exceptional behavior occurs (very mature and exemplary use of social skill or crying/hitting episodes for examples), a note should be sent home to parents on yellow paper (yellow should grab their attention while not indicating good or bad behavior). The note should include what the child did, what happened right before that, how the child was reinforced or punished and any appropriate comments. Teachers should keep a copy of any notes sent home like this for their own records and the student's individual portfolio. When students' parents do not speak English primarily at home, this note should be translated to their native language as well (use a program such as Google Translate). The note written in English may have the translated note stapled to the front of it, so that parents receive the original and the culturally adapted versions of the note.

Pictures of students and their families will be posted on the wall at school (if approval is given by parents). Under these pictures will be a circle for each child within his or her reach. When a student performs a good behavior or does well academically, they will be given a sticker as a reward. These stickers will be posted by the children in their circles. This will help reinforce good behaviors by the students and allow for a quick visual reference of overall behavior and success of each child to be used by parents and teachers. Moreover, this visual representation will allow for a language-free communication device indicative of student success.

In order to cultural support of students and parents alike, the classroom environment will be decorated and supplied with culturally appropriate, stereotype free items. Miniature flags of the many countries from which students and their families come from will be displayed around the black/white board in the classroom. Dolls and other toy representations of human beings will be intentionally purchased in a variety of skin colors and notable ethnicities in order to represent the diverse populations of the world. Lunch food items will be diverse and include foods from different countries periodically. Cultural food suggestions will be asked for from students' families on a letter home to parents quarterly during the school year. Similarly, a parent handout will be sent home ever two months to ask for any suggestions parents have for the classroom (including cultural, curricular and environmental). All handouts to parents will be translated into languages used at home (whenever possible) using programs such as Google Translate. Any handwritten items from teachers to families should include both the original handwritten item and a translation of the text if possible (may be stapled to the front of the item).

If conferences are needed between staff and children's families, cultural preferences will be strongly considered and accommodated. Cultural translators will be used whenever possible or requested in place of or in addition to linguistic translators. Families will always be given the opportunity to suggest a personally preferred translator or translating service. After meeting with families, a different staff member should telephone the family to get feedback on the meeting. During this call, staff should ask if the visiting teacher was appropriate and what may be done in the future to make a better meeting.

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**Appendix B**

# Worm Pictures for Lesson Plan 1

**Appendix C**

Worm Observation Sheets for Lesson Plan 2

**Draw your worm in the box below.**

***Llamar su gusano en el cuadro de abajo.***

**Worm Parts *Partes del Gusano***

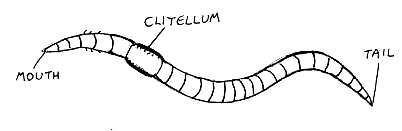
**Mouth Tail**

**Saddle Segments**

**Appendix C (continued)**

Worm Observation Key for Lesson Plan 2

**Draw your worm in the box below.**

***Llamar su gusano en el cuadro de abajo.***

Tail

Saddle

Segments

Mouth

**Worm Parts *Partes del Gusano***

**Mouth Tail**

**Saddle Segments**

**Appendix D**

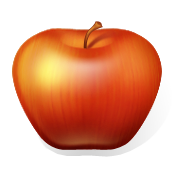
Measurer Log Handout for Lesson 3

|  |  |  |
| --- | --- | --- |
| **Item** | | **Inches** |
|  | |  |
|  | |  |
|  | |  |
|  |

**Appendix D (continued)**

Measurer Log Key for Lesson 3

|  |  |  |
| --- | --- | --- |
| **Item** | | **Inches** |
| C:\Users\Gina\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IT26F1NU\MC900432579[1].png | | **6** |
| C:\Users\Gina\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\TZTBOIQQ\MC900441322[1].png | | **2** |
| C:\Users\Gina\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\D3UOF8EN\MC900287159[1].wmf | | **3** |
|  |

C:\Users\Gina\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\HMU3USCN\MC900440562[1].wmfC:\Users\Gina\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DXIRI0XO\MC900441910[1].wmf

First make a round apple to eat,

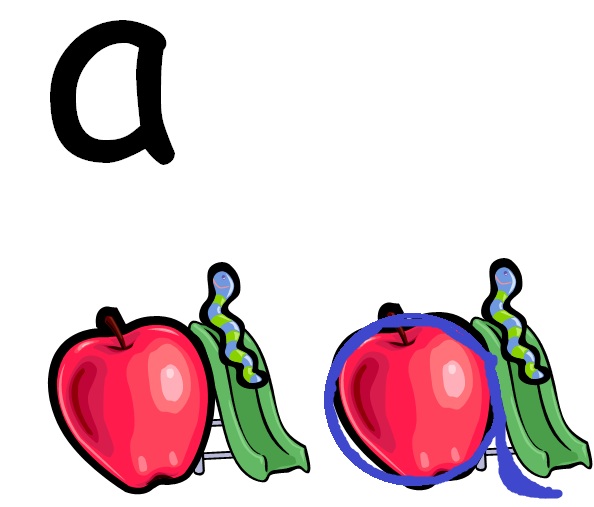
C:\Users\Gina\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\2K3AAQBL\MC900290928[2].wmf

C:\Users\Gina\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\HMU3USCN\MC900232246[1].wmf

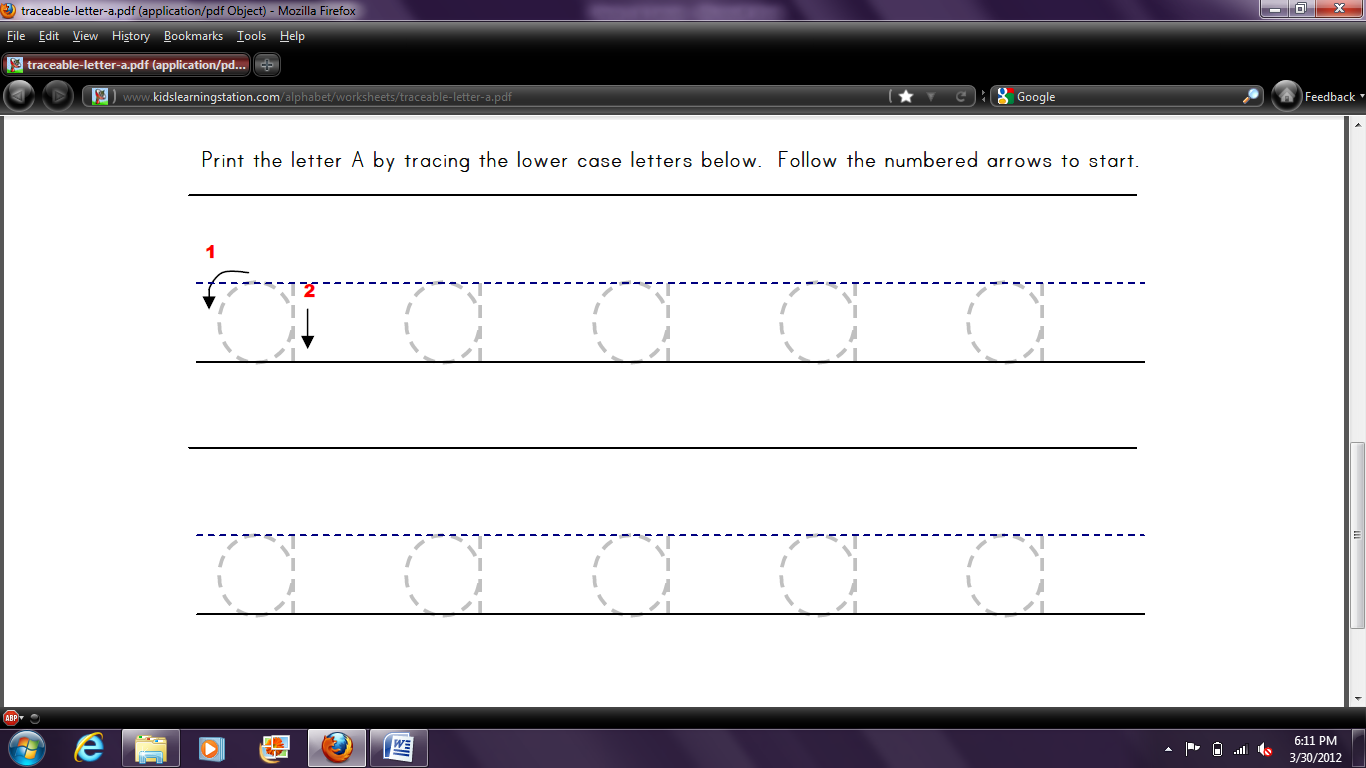
then a slide for a worm when he’s

C:\Users\Gina\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DXIRI0XO\MC900054874[1].wmfC:\Users\Gina\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DXIRI0XO\MC900254404[1].wmf

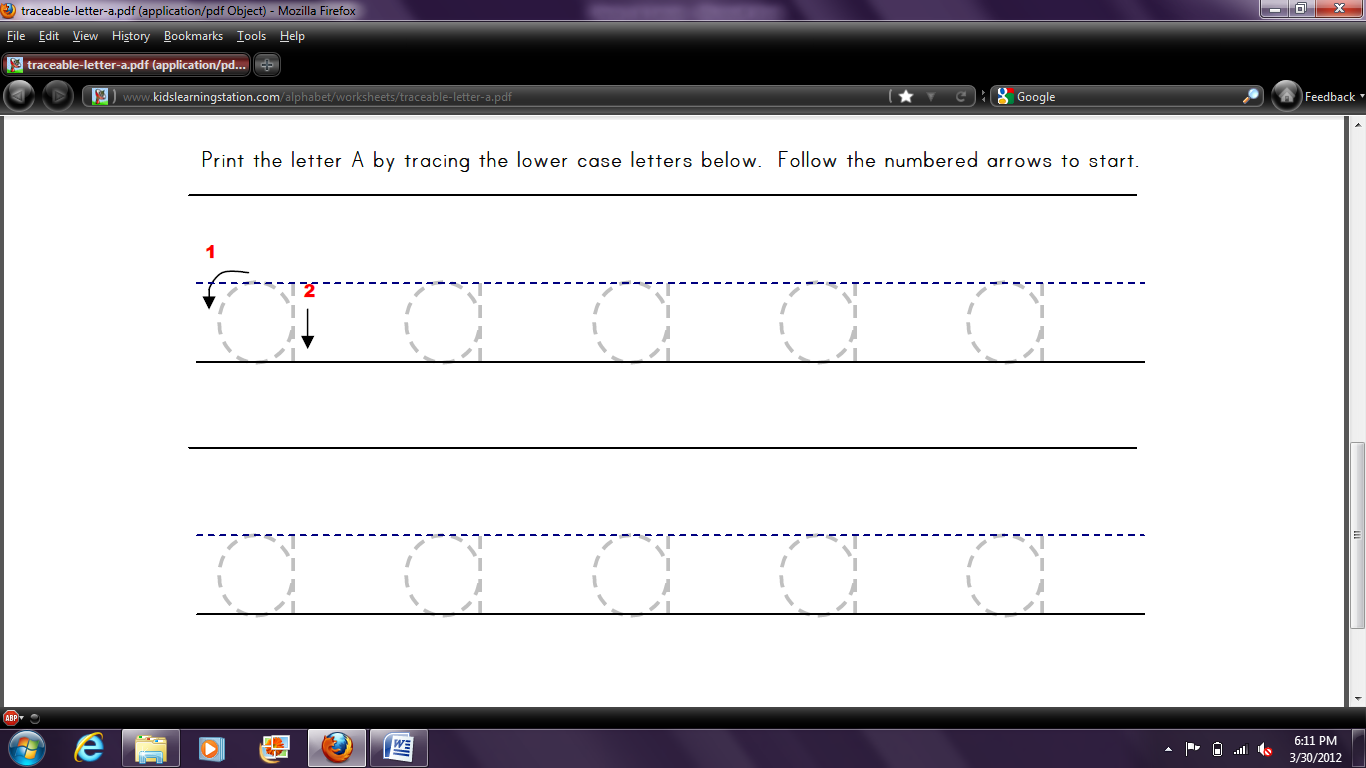
finished his treat!



Name: ------------------------------------------------



Name: ------------------------------------------------



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