Samantha Avila
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ITL 608- week 4 signature assignment

# Assignment 4A – Learning Map Stages One and Two

## Objective:

In this assignment, you will finish and submit a Learning Map addressing Stages One and Two. To complete this assignment, you will use content from Assignments 1A, 2A, and 2B.

Please note that you will need to complete the second part of Stage Two for this assignment.

To ensure additional practice, **make sure you select a different Whole Class OR 3 Focus Students** from your previous ITL courses.

## Stage One – Planning Your Instruction

### Identify your Lesson Standard(s)

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| CA Content Standard(s) | List the Standard(s)<br>Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).<br>CCSS.MATH.CONTENT.K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.<br>CCSS.MATH.CONTENT.K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. |
| ELD Standard | List English Learning Development Standard(s)<br>Part 1: Interacting in Meaningful ways<br>A. Collaborative<br>1. Exchanging information and ideas via oral communication and conversations<br>B. Interpretive<br>2. Listening actively and asking or answering questions about what was heard |

### Unpacking the Standard

Before beginning this section, please navigate to this video that describes how to unpack Common Core Standards.

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| Prior Knowledge | What do students have to know coming into your lesson? Think in terms of instructional academic language and vocabulary.<br>Measure, Weight, Numbers, Length, Write, Creative, Build, Hands-on, Follow instructions (with some help) |
| Big Question(s) | Your Learning Target Question(s) |

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| Prior Knowledge | What do students have to know coming into your lesson? Think in terms of instructional academic language and vocabulary.<br>Measure, Weight, Numbers, Length, Write, Creative, Build, Hands-on, Follow instructions (with some help) |
| | What do we need to build tall building? What can you use to build buildings? What materials do we need? What is the difference from this building? Short or big? What will happen if you don't build it correctly? What are these buildings for? How many did you build? How many floors did you build? |
| Concepts | The content we want students to learn, evaluate, and apply.<br>Students will learn to communicate with each other on how to build a building. They will learn to use the material they have to create their tower. Students will learn different building people have built and some of the background. Students then will tell each other what they have been learning. They will also be measuring and weighing their building. |
| Skills | What skills do you want students to master?<br>Students to be able communicate information. Student to be able to share their ideas. Students to be able to describe measurable attributes. Learn to use appropriate tools. Be able to know about length and weight. |
| Task | List both teacher actions (TA) and student actions (SA) for each skill<br>Skill: students build their building.<br>TA: provide with lots of materials for student to build.<br>SA: build their tower/building with material teacher provided.<br>Skill: students will figure out how much their building weights and measure their building.<br>TA: provide ruler and scale and help if they need it.<br>SA: Student will measure how tall their building is with the ruler. Also, they will see how heavy it is.<br>Skill: building from around the world.<br>TA: look over pictures in books of different buildings from around the world. Also, go over information about each building. Go over two or three buildings.<br>SA: discuss with partner or group. |

## Goals: Learning Objectives

Describe the who, what, where, when, and why. This video can be a helpful resource.

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| Learning Objective Components: Performance Condition Criterion | Describe what students will know and be able to do the end of the lesson by using a given strategy.<br><br>Decide on your instructional strategy.<br><br>Complete the following steps below to put together your learning objective. |
| Strategy | Identify the instructional strategy:<br>The students in my class will learn about different building we have around the world. They will learn about where these buildings are from, how they were built and how long it took people to build them. Students will learn that there is much more amazing building around the world that one day (if they ever travel) will see. |
| Performance Verb | List the verbs using Blooms or DOK:<br>-build a tower/building -measure, count, weigh -give information about the building we went over in class |
| Condition 1.Support with Tools and Resources | Describe the circumstances under which the performance takes place:<br>Include: 1. Tools/Resources/Supports (what students will or will not use) 2. Environment (where the performance takes place)<br>There will be many resources for students to have. Teacher will go over all information, there will be pictures, book, and iPads. Pictures will be shown during whole groups and after places around the classroom. Books will be read by teacher during whole groups and after places in the library for students |

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| Learning Objective Components: Performance Condition Criterion | Describe what students will know and be able to do the end of the lesson by using a given strategy.<br><br>Decide on your instructional strategy.<br><br>Complete the following steps below to put together your learning objective. |
| 2. Environment | to go and look at the books. IPad will be available for students to get more information on the buildings that teacher mentions (with some help). |
| Criterion<br>Speed or Accuracy<br>How will you measure student learning? | Describe what the criterion is:<br>At the end of the week, when the students have been learning about all different types of buildings, learned how to weight, measure, and learned to be creative, I will see how much effort the students gave to this lesson. On Friday, in whole group I will have students share what they have learned. Throughout the week, I will also be going around ask the students questions to see if they are getting the information |
| Write a Learning Objective | Students will in (environment) be able to (verb) by using the strategy of _____, with the support of (tools/resources) with (speed or accuracy) as measured by (how will you record the evidence of student learning).<br><br>Ex, Students will in small groups, be able to compare wind and solar power by using the strategy of identifying details in the text, by highlighting 5 details of solar power in blue and 5 details of wind power in green, then complete a Venn Diagram of similarities and differences with mastery learning as measured by teacher anecdotal charting.<br>By the end of the lesson, students will be able to describe, explore and summarize buildings from around the world. Students will be able to be creative and build with materials given. Also, students will be able to measure, weigh, and count. |
| Student Learning Target | I can statement:<br>I can show real pictures of students visiting building from when they traveled. Students will be able to share of buildings they saw, doesn't matter big or small. |
| Social and Emotional Learning Strategies | I will be having students share their experience in visiting a building. I will remind them that not all of us have traveled, but building is everywhere. Encourage all students to talk to each other or in whole group of what they have learned. Encourage the student to show the class their building they made. |
| Student Misconceptions | There will be students who have not travel, this will open their eyes that they do not have to travel to experience different buildings. Buildings are everywhere we go; they are small, and some are big. I will be able to share buildings that all students will see buildings from around the world. |

## Stage Two - Instructional Approach: Teaching

### Write a Description of Students' Assets and Learning Needs (Whole Class)

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| Prior academic knowledge related to the specific content you plan to teach | Describe what skills students already have coming into this lesson – what are they already able to do?<br>Focus student 1, is a hand on person. He is able to stay seating (next to teacher) in whole group and listen to a story. He is able to write some letters down with no help. He does have a speech delay; he loves to communicate with his classmates. Focus student |

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| | 2, loves to get everyone attention. She loves to create thing and loves to draw her family. She is able to sit (next to teacher) in whole group but needs reassurance. Focus student 3, loves to draw and is very creative at drawing. He is great at counting and talking in Spanish. |
| English language proficiency levels (Standard English learners and English learners | List students and their CELDT or ELPAC levels:<br>One of my focus students is an ELD. He speaks very great in Spanish, but little English. Student is good at listening to instructions with some help from a teacher. For ELPAC levels, he is a level 2 student. When teacher is reading a book, another teacher would have to go over it in Spanish for him to understand and pay attention. |
| Cultural and linguistic resources and funds of knowledge (i.e., *knowledge and skills derived from cultural experience* | Cultural resources and funds of knowledge:<br>We will be going over building from around the world. For ex., the Great Wall of China. We will be going over information about this building and learn about the cultural.<br><br>Linguistic resources and funds of knowledge:<br><br>We will go over different cultural that every student will be part of and learn from others. I can invite families to come over and speak about their cultural. I will also always speak about other buildings that cultural have built. |
| Prior experiences and interests related to the content | How might you incorporate or build on their experiences and interests as assets to this lesson:<br>We will be going on field trips (around school). I will tell them that there are buildings everywhere we go, even if we don't travel. We will also do a show in tell. Students will be able to bring pictures of them visiting tall/small buildings. They will be able to tell the classroom their experiences. |
| Lesson management structure | What behavioral expectations will you model and expect?<br>I will always show my students that I care for each of my students. I will show them that I am interested in all of the lessons that I plan to do. My behavioral expectations are to respect everyone, be on time, prepare to learn and have all materials. I will expect my students to have respect, be ready to learn, and respect classroom rules. |

## Content of the Lesson

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| What do you expect students to deeply understand about the lesson? What do you expect students to retain after the lesson and use in future learning? | I will want students to learn to be able to use a ruler to be able to measure objects. I will also want students to learn to be able to use a scale to weight objects. I will want students to learn about important buildings from around the world. |
| What misunderstandings or misconceptions do you expect students might have from the lesson? | I expect students to have a misunderstanding on not being able to measure or weight objects. I also expect the students to not know that they have seen tall buildings without traveling. |

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| What knowledge and skills do you expect students to have after engaging in the lesson? | Students will have the skills to work together. Students will have skills to know about buildings. Students will have skills to measure objects. Students will have skills to weight objects. Students will have skills to use materials they have and be creative. |

## Assessment / Checking for Understanding

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| What essential questions will you ask to determine if students are not meeting, meeting, or exceeding the learning goal(s) of the lesson? | What do we need to do when we want to measure or weight an object?<br>What can we do with materials we have?<br>Where is this building from? Ex. Where is the Great Wall of China from? |
| What will students do to demonstrate achievement of content during the lesson? Identify the UDL Principle Guidelines incorporated. | Students will participate in whole group when going over the lesson. Students are measuring and weighing objects without help. Students are communicating with classmates about lesson. (1.1, 2.1, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4) |
| How will you know students understand the content? What evidence will you collect? Identify the UDL Principle Guidelines incorporated. | I will be taking pictures of students work to input into the DRDP. I will know students are understanding the content when I am asking questions and they are responding. I will also be seeing students doing their activities. (4.2, 5.1, 5.2, 6.3, 6.4) www.udlguidelines.cast.org |

## Structured Student Learning Activities

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| What activities will the students be involved in during the lesson | Students will learn to use materials to build. There will be activities where students will work together as a team while measuring/weighing and building. Students will work alone on their vocabulary. Students will work alone on fingerpainting. (4.2, 6.2, 6.3, 6.4) www.udlguidelines.cast.org |

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| to support their achievement of the learning goal(s)? Identify the UDL Principle Guidelines incorporated. | |
| How will you group students and manage group work to support student learning? Identify the UDL Principle Guidelines incorporated. | I will be grouping students with the person they are sitting with. There will be a whole grouping every day in the morning and in the afternoon. There will be pair grouping every day after whole grouping. Groupings will help them recruit interest and sustain effort and persistence. (7.1, 7.3, 8.2, 8.3, 8.4) www.udlguidlines.cast.org |

## Instruction to Support Learning

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| What instructional strategies will support student learning through multiple modalities? How will you use gradual release? Identify the UDL Principle Guidelines incorporated. | Students will be hands-on while building their tall building. Students will be provided with visuals and images. Students will be able to share their ideas. Lastly, students will be able to find different ways of learning. (3.3, 4.2, 5.2, 6.3, 7.1, 9.2) www.udlguidlines.cast.org |
| What resources, materials, and/or educational technology will you or your students use during the lesson? | I will have books to have for students to be able to go over information we are learning. I will also have pictures around the classroom of buildings. Students will have access to their iPad/Chromebook to be able to watch videos about buildings we are learning. I will also have manipulatives in order for them to build from that. |

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| What adaptations and accommodations, including, as appropriate, assistive technologies, will support individual student learning needs beyond the UDL supports built into the lesson? | During group time, I will have accommodations for students who need an object for them to be able to focus during the lesson. Another accommodation I will have for students who need extra help with English. I will have either teacher or T.A. be explaining to that student who need extra explaining in their language. |

*Taken from: CalTPA Performance Assessment Guide Instructional Cycle 1 Multiple Subject Learning About Students and Planning Instruction*
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