

Portfolio Name: Capstone Project (Elementary Undergraduate)

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# Flat Stanley: Writing friendly letters

## 1st Grade

November 2-6, 2009

Miss Monika Nadanyi, cooperating teacher

Margo Barnhart, UNC supervisor

RATIONALE STATEMENT**Section 1: Introduction –**

Knowing how to write friendly letters is an important component in becoming a competent writer. Adults write letters for many reasons: to request information, to keep in touch with a friend, or to ask questions. It is important that children know these reasons, and, consequently, know how to correctly write a friendly letter in the right format with the write components. Along with helping them in their adult lives, this knowledge can help them as children and elementary school students. It is a skill that they will carry throughout their lives as writers.

**Section 2: Community, School, and Classroom Setting–**

The community where I am teaching, Ft. Lupton Colorado, is a small farming community. Ft. Lupton is a small, close-knit town, which shows in the school. However, with an economy based mainly on farming and agriculture, there is a high migrant population. In this elementary school, nearly half (48.4%) of the students are economically disadvantaged and receiving free or reduced lunch. The population is more than 2/3 Hispanic (62.9%) with a high ESL population. Butler elementary has a large first grade (where I am student teaching,) with four classes to total 106 students. My class has 23 students with 12 boys and 11 girls. My class is about 2/3 Hispanic, with about 1/2 of the students being second language learners, reflecting the statistics of the school. We do have one monolingual Spanish speaker, who receives ESL services twice throughout the day. We do not have any students receiving special education services, aside from speech development classes. Classroom management is a challenge sometimes, but my cooperating teacher has the classroom so organized and the students so trained that they usually know what they are supposed to be doing, and what happens if they don't. This has been a great help to me as a student teacher, which I hope to carry to my future classroom. The desks in the class are set up in two sections. In each, there are two rows of 4 or 5 desks facing each other, with 2 or 3 desks at the end facing the front. In this way, students can work together, as they have a partner right across from them and others nearby. In our classroom, we have 4 computers, one teacher computer and 3 student computers. I will not be using these in this lesson, as usually we only use the computers for guided reading literacy centers. At the front of the room we have a Promethean Board, which the kids love to watch and also to interact with. In one of my lessons, we write addresses on the board. The way that the classroom is set up, lower-performing students are sat by higher-performing students so that they can help each other when needed. Our monolingual Spanish speaker is seated next to our most English-language proficient ESL student, for translation purposes. My cooperating teacher and I also try to accommodate for her.

**Section 3. Meeting the Colorado Model Content Standards–**

This unit is mainly focused on reading and writing model content standards, with a focus on standards 2, 3, and 4. Standard 2 reads, "Students write and speak for a variety of purposes and audiences." The instructional objectives that go along with this from the various lessons are, "Students will write a descriptive letter" from lesson 1, and "Students will talk with each other about literature responses" from lesson 2. Students will learn how to write for a different purpose and audience than they are used to as they write their letters, and through speaking with each other about their literature responses, they are learning to discuss their writing for different audiences. Standard 3 reads, "Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling." The instructional objectives that go along with this from the various lessons are, "Students will write a descriptive letter" from lesson 1, "Students will practice writing friendly

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letters from lesson 2, and students will be introduced to and practice writing addresses from lesson 3. In all of these objectives, through modeling and discussion of the components listed, the focus will be on conventions. We will discuss the importance of conventions so that the people receiving the letters can read them, as well as the post office can correctly deliver them. Standard 4 reads, "Students apply thinking skills to their reading, writing, speaking, listening, and viewing." The instructional objectives that go along with this from the various lessons are, "Students will be able to organize pictures from a story into the order that they happened" from lesson 1, "Students will understand the four parts of a friendly letter" and "Students will talk with each other about literature responses" from lesson 2. In the first lesson, students are thinking critically about the story they read in order to put them into sequence. In the second lesson, students are thinking critically about their literature responses from the night before in order to reflect on them, and then being introduced to a different kind of writing. The geography content standard I focus on in this unit is standard 1, "Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments," which I correlate with the instructional objectives "Students will observe where other states are in relation to Colorado" and "Students will be introduced to weather in different regions and practice dressing for that weather" from lesson 3. We will be populating a map as to where our flat people are going, using push pins and string. In this way, we will have a mini-lesson as to how maps work and how to read one.

#### **Section 4: Assessing Student Learning–**

**A.** My preassessment for this unit goes along with my sequencing activity. As a whole class, we will sequence pictures from the story into the order they happened. Then at their seats, the children will be given a sheet with the same pictures that we had just discussed whole-class. They will cut these out and sequence them and glue their pictures to their paper (a letter template) on the squares with the corresponding number. I will tell the children to pretend they are writing a letter to a friend describing Flat Stanley. I will give them time to finish the letter, describing the pictures. This will help me to see what the students know about writing friendly letters.

**B.**

**C.** My summative assessment will come when I collect the letters and envelopes to be mailed. I will carefully look over and grade each, to see if they have put things in the right place and followed the learning of friendly letters. If so, they should have the date, greeting, body, and conclusion in the right places, and the letter should flow and not be choppy or nonsensical.

#### **UNIT GOAL**

Students will discuss and think critically about the purpose and process of friendly letter writing. Knowing the essential parts of a friendly letter and how to effectively write one is an important part in becoming a good writer and a friendly adult later in life.

#### **LESSON PLANS**

**Teacher Candidate:** [REDACTED] Tallerday

**Content Area:** Literacy; writing

**Title of Lesson:** Flat Stanley: sequence and pre assessment (*capstone project day 1*)

**School:** [REDACTED]

**Grade Level:** 1<sup>st</sup> grade

**Cooperating Teacher:** Monika Nadanyi

**University Supervisor:** Dr. Margo Barnhart

**Date:** November 5, 2009

**Standards Addressed:**

*Colorado Model Reading and Writing Standards:*

- *Standard 2:* Students write and speak for a variety of purposes and Audiences.
- *Standard 3:* Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
- *Standard 4:* Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

- To be able to organize pictures from a story into the order that they happened
- To introduce friendly letter writing
- To write a descriptive letter

#### **Required Materials:**

- Flat Stanley by Jeff Brown
- Sequence worksheet and picture cards and transparency
- Student responses

#### **Procedure:**

##### **Engage:**

- Students will pal-pair-share their responses with each other (what Stanley did at their house) and volunteers will read theirs aloud. I will collect the responses.
- We will review the story, stopping as needed for comprehension questions.
- We will talk about **sequence**, or the order that things happen. *This will serve as my oral pre assessment for this lesson.*

##### **Explore:**

- I will pass out the picture cards and tell the students to cut them out and put them in the order they happened in the story.

##### **Explain:**

- I will call students up to the front to hold a picture and solicit responses as to what is happening in each picture. They will be out of order. As a class, we will talk about what happened first, second, third, fourth, and last in the book, and arrange the students so they are standing in that order. *This will serve as my formative assessment for this lesson.*
- The students will put their picture cards in order, numbering them on the back. They will glue their pictures to their paper on the squares with the corresponding number. I will model this on the overhead.

##### **Extend:**

- I will tell the children to pretend they are writing a letter to a friend describing Flat Stanley. I will give them time to finish the letter, describing the pictures. *This will serve as my pre assessment for the capstone project, and summative assessment for this lesson.* to see what they know about writing friendly letters. I will help as needed.

##### **Plan for Independent Practice:**

- I will tell the children to try to find examples of friendly letters at their house, as we will be studying the formation of these letters in the next lesson.

##### **Closure:**

- I will reinforce that we have learned about the importance of retelling stories in order.
- I will solicit any student questions or responses to the lesson.

##### **Evaluation:**

- Throughout the lesson, I will observe who is participating in group discussions, and if there is a student who does not seem to be engaged with his or her classmates, I will help them (if it is a content issue) or talk to them (if it is another issue.)
- I will collect the letters as evidence of writing issues, and also of content knowledge.

##### **Adaptations:**

- Most of this activity is done whole-class, so students with learning disabilities or language issues should be able to be engaged by discussing and listening to other learners. ESL students are seated next to students who can help with language issues, and I will help during the individual letter writing.
- I will scaffold during whole-group discussions as necessary.

##### **Extensions:**

- Gifted students can write the letter without the template.

Dear \_\_\_\_\_,

Our class just finished a book called Flat Stanley that I would like to

ten you about. First, \_\_\_\_\_

Next, \_\_\_\_\_

Then, \_\_\_\_\_

Then, \_\_\_\_\_

Last, \_\_\_\_\_

I really enjoyed this book and I think you would too!

Love, \_\_\_\_\_

**Teacher Candidate:** \_\_\_\_\_

**Content Area:** Literacy; writing

**Title of Lesson:** Flat Stanley: friendly letters and formative assessment

**School:** \_\_\_\_\_

**Grade Level:** 1<sup>st</sup> grade

**Cooperating Teacher:** Monika Nadanyi

**University Supervisor:** Dr. Margo Barnhart

**Date:** November 3-4, 2009

**Standards Addressed:**

*Colorado Model Reading and Writing Standards:*

- *Standard 2:* Students write and speak for a variety of purposes and Audiences.
- *Standard 3:* Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
- *Standard 4:* Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

**Instructional Objectives:**

- To understand the four parts of a friendly letter
- To talk with each other about literature responses
- To practice writing friendly letters

**Required Materials:**

- Student home responses
- Student letter templates
- big paper of friendly letter
- Sticky notes of letter recipients
- labels for *date*, *greeting*, *body*, and *conclusion*

**Procedure:****Engage:**

- The students will sit on the floor in front of the white board. I will tell them that we will be learning about writing friendly letters so that we can write letters to our flat Stanley families.
- I will solicit responses as to what a friendly letter is, who we would send it to, and why.

**Explain:**

- I will tell the students that every letter has four parts: the *date* (when the letter was written), the *greeting* (a friendly hello to the person the letter is to), the *body* (the message of the letter), and the *conclusion* (a friendly goodbye from the person the letter is from.)

**Explore:**

- I will read the friendly letter example to the students. I will solicit volunteers to put the labels next to the part of the letter that they describe.
- The students will return to their seats. I will pass out the template. I will tell the students that they will be sending flat versions of themselves to different places in the United States and the world. The person who gets their flat person will spend a day with them and write a letter back. So the person getting the letter knows what their flat person likes to do, we have to write them a letter telling what we like to do.
- On the template, we will do the date, greeting, first part of the body, and conclusion together.

**Extend:**

- I will give each student a sticky note saying who to address their letter to. I will then give them time to complete the body of the letter, describing things that they like to do.

**Plan for Independent Practice**

- I will have them bring their sticky notes home to find out where their letter is going.

**Closure**

- I will read the recipient's letter and instructions to the students.

**Evaluation**

- Throughout the lesson, I will observe who is participating in group discussions, and if there is a student who does not seem to be engaged with his or her classmates, I will help them (if it is a content issue) or talk to them (if it is another issue.)
- I will collect and look over the letters. This will serve as my formative assessment.

**Adaptations:**

- Most of this activity is done whole-class, so students with learning disabilities or language issues should be able to be engaged by discussing and listening to other learners. ESL students are seated next to students who can help with language issues, and I will help during the individual letter writing.
- I will scaffold during whole-group discussions as necessary.

**Extensions:**

- Gifted students can write the letter without the template.

Dear \_\_\_\_\_,

My name is \_\_\_\_\_ and I am \_\_\_\_\_

years old. I live in \_\_\_\_\_.

**Some things that I like to do are**\_\_\_\_\_

Love,

\_\_\_\_\_

**Teacher Candidate:** [REDACTED]

**Content Area:** Literacy; writing; geography

**Title of Lesson:** Flat Stanley: basic map skills and summative assessment

**School:** [REDACTED]

**Grade Level:** 1<sup>st</sup> grade

**Cooperating Teacher:** Monika Nadanyi

**University Supervisor:** Dr. Margo Barnhart

**Date:** November 5-6, 2009

**Standards Addressed:**

*Colorado Model Reading and Writing Standards:*

- *Standard 2:* Students write and speak for a variety of purposes and Audiences.
- *Standard 3:* Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
- *Standard 4:* Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

*Colorado Model Geography Standards*

- *Standard 1:* Students know how to use and construct maps, globes, and other [geographic tools](#) to locate and derive information about people, places, and environments.

**Instructional Objectives:**

- To introduce and practice writing addresses
- To observe where other states are in relation to Colorado
- To introduce weather in different regions and practice dressing for that weather

**Required Materials:**

- flat individuals to decorate
- colors
- United States map
- String and push pins
- envelopes with lines for where the address goes
- Sticky notes with student recipient address

**Procedure:**

Engage:

- We will finish writing the friendly letters if needed.
- I will tell the students that today we will be putting an address on our letters. This will tell the post office where to take the letter

Explain:

- An address has a few parts: the house number, the street, the city, state, and zip code. I will ask if any of the students know their address. If they do, I will write it on the promethean board and we will discuss the parts.
- The students will return to their seats and address their envelopes.
- I will then introduce the return address. This tells the person who gets the letter who it is from. Everyone will write the same return address (Butler Elementary) on their envelope.

Explore:

- I will tell the students to join me in the hall with their envelopes. I will put a thumbtack in Ft. Lupton, CO. They will then read to me, individually, where their flat person is going. I will put a thumbtack in that place and tell them that later, I will connect the two places with string so that we can see all of the places that our flat people are going.
- We will discuss where we see the thumbtacks – where are there the most, on one edge or in the middle of the United States? Are any of our flat people going to the same places?
- We will then return to the class and talk about where our flat people are going – are these places going to be exactly like where we live in Ft. Lupton? Why not?

Extend:

- I will tell the students to think about the weather where their flat person is going – are they going to need to dress their person in warm clothes? What might they need to wear?
- The students will decorate their individuals according to the climate where they are going.

Closure:

- We will discuss what we have learned about friendly letters, addresses, and climate.

Evaluation:

- I will collect and look over the finished letters and envelopes, and grade according to the rubric.

Adaptations:

- Most of this activity is done whole-class, so students with learning disabilities or language issues should be able to be engaged by discussing and listening to other learners. ESL students are seated next to students who can help with language issues, and I will help during the individual letter writing.
- I will scaffold during whole-group discussions as necessary.

Extensions:

- Gifted students can lead the discussion about addresses and write their addresses without lines on the envelope.

Dear \_\_\_\_\_,

Our class is involved in a very fun and exciting Geography and literacy project based on the book "Flat Stanley" written by Jeff Brown. In the book Flat Stanley is flattened by a falling bulletin board. One of the many advantages is that Flat Stanley can now visit his friends by traveling in an envelope.

In this project, the students made paper flat versions of themselves and mailed them to friends and relatives. You have been chosen to be a very special part of our project. We hope that you will treat Stanley like a guest. Take him with you when you can and record his adventures in the return letter. You may keep Flat Stanley from 2-3 days. We would appreciate it if you would mail Stanley back to us at school by November 13. You will find our address at the bottom of this letter. Each student will keep track of where Stanley has been by marking the map we have in our classroom when we receive your letter. Although it is not necessary, the students love getting souvenirs, pictures and postcards from Stanley.

We hope that you will help us with this project by hosting Stanley for a few days and mailing us to let us know about your city & state. Our goal is to learn about many different places before the end of our school year.

Thank you for adding knowledge and information for not only the child you are responding to, but to our entire class as we share your contribution together.

Thank You,  
Miss Nadanyi's class

████████████████████  
411 S McKinley Ave  
Fort Lupton, CO 80621-1333

RETURN LETTER

Dear \_\_\_\_\_ ,

Your flat person came all the way to my city,

\_\_\_\_\_ .

While he/she were here, these are some of the exciting things he/she saw and did:

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The distance between Denver, Colorado and my city is approximately \_\_\_\_\_ miles.

If your flat person should come back to visit, he or she should wear

\_\_\_\_\_, because the climate here is

\_\_\_\_\_.

Some other interesting facts about my city include:

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Happy Travels!

EXTENSION ACTIVITIES



### **Possible Extension #1: Write another adventure for Stanley**

This activity would be done shortly after finishing the book as a critical thinking exercise. We would, as a class, discuss the things about the book that made it interesting. Was it that Stanley was possibly in danger when he was trying to catch the crooks? Was it that his brother was jealous of him and we can all possibly relate? Was it that he had a lot of fun adventures that we wish we could have? Why are we interested in this book and why do we like it so much? I would tell the students that we would be writing another adventure for Stanley. I would then put the students in mixed-ability groups. As a group, they would brainstorm new adventures for Stanley to take before he was blown back up, while he was still flat. They would pretend that they were Stanley. What would you like to do that you couldn't do the way you are? Where would you go? As a group, they would write another adventure for Stanley, including what he did or where he went, how he did it, and how he returned to his home. This would help students think "beyond the book," using the components of the book to further the plot. This would also help them think critically about things they could do if they were made a different way.

### **Possible Extension #2: Make a life-size flat Stanley**

While reading the book, we would write down the dimensions that Stanley is in inches (which we have been studying in math.) We would discuss that he is still his same height, just flat. I would provide the children with cardboard (which is close to 1/2 of an inch thick,) and pencils. I would put the children in mixed-ability groups and pick one student in each group to be the "Stanley model." With me modeling, the model would lie down on the cardboard and the other students would trace him or her and decorate. I would cut out the Stanley's for the next day. We will measure our cutouts in inches and discuss how our measurements differ from the measurements in the book. Using our sequencing activity, each group would act out a portion of the story with their life-size flat Stanley. This would help the students sequence and visualize the story, as well as practice measuring. This could also help with compare and contrast skills, as the children could compare and contrast their measurements to flat Stanley's.

### **Possible Extension #3: Geography adventures**

This activity would be done after the children get their letters back from their host families. In the response letter, there is a section asking the recipients to describe what their city is like and what to wear if they came back. We will do a quick discussion of some of the differences between these places and where we live. I would read the letters to the students as they came back and highlight this portion on their copies. I will tell the students that we are going to pretend that we are now going to go to these places now that our flat people have checked them out. I will give them a template of a checklist and they will write down what they want to do in that city and why. If time, we will do some simple research on kid-friendly websites about those cities so that the students could see pictures of what they are reading about. They will then make a "packing list." Based on what the host families responded, they would discuss and write what they would need to pack if they traveled there. This would help children critically think about how other places in our same country are different than where we live and how. This would also help with compare and contrast skills.

## **INSTRUCTING STUDENTS AND SUPPORTING LEARNING**

**Other than what is stated in the lesson plan(s), what occurred immediately prior to and after the video clips(s) that is important to know in order to understand and interpret the interactions between and among you and your students?**

Overall, I think my interactions with the students were good and at their grade level. What did occur to me after watching the video and also during the course of my student teaching is the importance of including every child in the discussions. There are always those students who always know the answer and always raise their hand. While it is important to call on and include these children, there are those who know the answer but don't raise their hand, those who are unsure of the answer and need scaffolding, and those who have no idea. It can be easy to always call on the children with their hands raised who you know will give the right answer. However, this does not help the lower-performing children. It is important to provide adequate scaffolding if needed, and give every student the opportunity to share their thoughts and answers.

**In this lesson, how did you further the students' knowledge and skills and engage them intellectually in understanding the subject matter? Provide examples from the lesson to show that you addressed the needs of all students.**

Throughout this lesson, I tried to provide meaningful activities to further the childrens'

understanding. I used large, colorful pictures for the sequencing activity, which engaged them. For this part, I also had them moving around and telling their classmates where to go so that they could visually see the sequence of pictures in a story. For teaching about the components of friendly letters, I used a big piece of butcher paper with a letter written on it, with colorful labels for the students to place where they belonged. The language in the letter was first-grade-friendly so they all could read it, and we read it all together. Different students got to get up and put the labels where they belonged, and then the class got to vote if the placement was correct or not. We did the worksheets whole class so that even struggling students could follow along. When we came to the map portion, we had a big, colorful, United States map in the hallway. Each student brought out the card with their address and read me the city and state where their flat person was going. They each got to put a pushpin in that city. That day after school, I connected the different cities to Ft. Lupton, CO with string and the next day, each student got to talk about with a partner if their flat person was going near or far and where they were going.

**Describe the strategies you used to monitor student learning during the lesson as shown. Cite one or two examples of what students said and/or did in the lesson or in assessments related to the lesson that indicated their progress toward meeting curriculum standards at a proficient level of performance.**

One strategy I used to monitor student performance was my use of the pre- and formative assessments. I used a chart and a unsatisfactory-partially proficient-proficient-advanced grading scale to assess their performance. If any child went down in performance between the pre-and formative assessment, I worked specifically with them during whole group lessons, calling on them and providing scaffolding, and providing one-on-one instruction and help with the worksheets. Another strategy I used was kidwatching. During parts of the lesson when we would all be working on a worksheet or activity together with the students at their seats, I walked around the classroom and looked at every students paper. If they made a mistake, I would stop to help them. I also took mental notes of who would need more help to understand the material.

About a week after I finished my capstone, we were doing a writing activity where the students were writing friendly letters to pilgrims for Thanksgiving. The four parts of a friendly letter were included, and I asked the children orally to name them. The students did phenomenal on this mini-assessment.

**Reflect on your instruction and children's learning, discussing how the instruction and learning reflect your philosophy of how children learn.**

The two ways that I believe that children learn best is through modeling and hands-on activities. Throughout this lesson, before I expected the children to do anything, I would model how to do it first. For instance, while we were writing our friendly letters to be

mailed, there were questions on the worksheet (which I had a copy of on the overhead) such as "my favorite food is \_\_\_\_\_. " I read the question first, then the students read it with me, then I put in my answer "my favorite food is pizza." I then gave them time to fill in their answers. I also believe that children, especially young ones such as my first graders, need hands-on activities to enhance their learning. I used charts where the students would come up and put on the labels, pictures that students would hold and rearrange, a United States map where the students could see where their letter was going, and worksheets that involved cutting, moving, and gluing the parts where they belonged. I believe that this helped them meet the intended goals because they could actually see and manipulate the material instead of just writing or copying on a worksheet.

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**Explain how you scaffold (applying differentiation, modeling, and support of student learning) curriculum, instruction and assessment in ways that contribute to understanding and facilitate students' construction of knowledge.**

Scaffolding learning is very important so that all students can meet the intended learning goal.

Some children can watch the teacher do something, or listen to the lesson once, and know how to do the activity. For some children, however, it involves watching the teacher, listening to the lesson a few times, receiving explicit help from the teacher, or other activities to understand the material. The way I handle this is as follows: while I am explicitly teaching the lesson, I monitor attention and engagement, and try to include students that I think might be struggling. Sometimes I do a pal-pair-share, pairing higher-performing students with lower-performing ones. I will call on the children that appear to be struggling, and ask them simplified versions of the questions, and help scaffold them to the right answer if needed. During independent or group work time, I walk around and observe how the students are doing. I will ask them to read their sentences to me or explain their pictures. I will help and redirect their learning if necessary, sometimes even providing explicit mini-reviews to struggling students. I also use my pre, formative, and summative assessments to tell me what I might need to spend more time on teaching.

## **RESOURCES**

- Brown, Jeff. *Flat Stanley (picture book edition) (Flat Stanley)*. New York: HarperCollins, 2006. Print.

The picture book I read to the children.

- "DPS ILT | Flat Stanley - Unit Activities." *This page has been redirected to <http://dots.dpsk12.org/training>*. Web. 23 Oct. 2009.  
[http://techtraining.dpsk12.org/ILT/FlatStanley/FS\\_activities.htm](http://techtraining.dpsk12.org/ILT/FlatStanley/FS_activities.htm).

This website gave me a lot of ideas for my unit.

- "The Flat Stanley Project." *EUSD Teacher Web Sites*. Web. 23 Oct. 2009.  
[http://teachers.eusd.k12.ca.us/mtempleton/flat\\_stanley\\_project.htm](http://teachers.eusd.k12.ca.us/mtempleton/flat_stanley_project.htm).

I got the template that the children cut out and mailed from this website.

- "Flat Stanley template." *The Official Flat Stanley Project*. Web. 23 Oct. 2009.  
<http://www.flatstanley.com/template.htm>.

This website gave me the template for the return letter that I sent to the participants.

#### EVALUATIVE ESSAY

Student Name	Preassessment (letter template)	Formative assessment (observations)	Summative assessment (final letters)
Gage	A	Following directions, on task	P
Breanna	P	Following directions, on task	P
Eduardo	PP	Needs help w/ spelling and placement	PP
Ana	P	Needs help w/ spelling, generally follows directions	P
Zayne	P	Following directions, on task <i>Left for speech</i>	P
Gustavo	U	Off task, needs lots of reminding where the class is	PP
Jesus	PP	Needs help w/ spelling and placement	PP
Bailey	P	Following directions, on task	P
Aaron	PP	Messy handwriting, needs help w/ spelling and placement	PP
Sarai	U	Needs a lot of help w/ spelling and listening/ English words	PP
Aracely	A	Following directions, on task	P
Casey	P	Following directions, on task	P
Beka	PP	Following directions, on task, needs a little help w/ placement	PP
Kenia	P	Following directions, on task, needs a little help w/ spelling	P
Liliana	U	Wrote words on sticky note for her to copy	U
Cameron	PP	Following directions, on task, very talkative	A
Samara	P	Following directions, on task, needs a little help w/ placement	P
Jacinto	U	Needs a lot of help w/ spelling and placement; very slow	U
Ramon	PP	Following directions, on task	P
Daniel	U	Needs a lot of help w/ spelling and listening/ English words	PP
Frankie	P	Following directions, on task	A
Gabby	P	Following directions, on task	P
Daisy	PP	Needs a little help with placement	P

#### Distribution:

##### **Preassessment:**

# of Unsatisfactory: 5

# of Partially proficient: 7

# of Proficient: 9

# of Advanced: 2

##### **Summative assessment:**

# of Unsatisfactory: 2

# of Partially proficient: 7

# of Proficient: 12

Overall, between the formative assessment and the summative assessment, students made progress. The number of unsatisfactory students increased from 5 on the preassessment to 2 on the summative assessment. Two students stayed at unsatisfactory throughout the unit. Liliana is our monolingual Spanish speaker. During the formative assessment portion of the unit, I put the words on sticky notes for her to copy, but I think she had trouble knowing where to place things because she could not understand my verbal instructions. I had the student next to her translate, which I think helped, as I did see slight improvement between the two instances. Another student in my class, Jacinto, has been a challenge. He completes schoolwork very slowly, so oftentimes I have to stand by him or give him special worksheets with the words written in. He did better on the preassessment than he did on the summative, which could be because of a variety of factors. He has days when he is more on top of his schoolwork than others, and I think we may have done the summative assessment on an off day.

The number of partially proficient students stayed the same. However, 3 of the students who had scored unsatisfactory on the preassessment moved up. All three of these students (Gustavo, Sarai, and Daniel,) are limited English proficient language learners, so I find these scores encouraging. Eduardo, Jesus, Aaron, and Beka stayed at a partially proficient from the preassessment to the summative assessment. As Eduardo and Jesus are English language learners, I am pleased that they were able to keep up with my language without extra help. Aaron and Beka's problems came in the formation of the addresses as opposed to formatting the letter itself.

The number of proficient students increased from 9 to 12 between the preassessment and the summative assessment. 8 of the students who scored proficient on the preassessment also scored proficient on the summative assessment, with one student, Frankie, moving from proficient to advanced, which I am not surprised about, as we are soon having him tested for gifted programs. Two students, Ramon and Daisy, moved up from partially proficient to proficient. Gage and Aracely received an advanced grade on the preassessment and moved down to a proficient grade on the summative, which came in problems in the formation of the addresses.

There were two students receiving advanced grades on the preassessment and two different students receiving advanced grades on the summative. Cameron was one student who received a partially proficient grade on the preassessment and moved all the way up to advanced on the summative. A lot of this had to do with his conventions on the letter and his correct formation of the address on the envelope.

## REFLECTIVE ESSAY

**Standard Three: Knowledge of Standards and Assessment:** *The teacher shall be knowledgeable about strategies, planning practices, assessment techniques, and appropriate accommodations to ensure student learning in a standards-based curriculum.*

**The teacher has demonstrated the ability to:**

*Design short and long-range standards-based instructional plans.*

Throughout this unit, and especially while planning, I had to think about what I wanted my students to learn and how I was going to do this. I had to think about how my unit connected to the Colorado Model content standards and the first-grade curriculum in my district. This unit required a lot of planning, time, and energy to carry out. I connected my lesson objectives with the Colorado Model content standards. I worked with my cooperating teacher to correlate my expectations with the district writing curriculum.

*Develop valid and reliable assessment tools for the classroom.*

For this unit, I created a rubric with each child's name, and spaces for a grade on the preassessment and summative assessment. My preassessment tool was a structured template where the students could write what they knew, and my summative assessment tool was a near-blank template with spaces for the children to write what they had learned.

*Develop and utilize a variety of informal and formal assessments, including rubrics.*

While planning and carrying out this unit, my preassessment and summative assessment tools were worksheets that went through many revisions before presenting them to the students. I had a rubric where I recorded each child's performance on these tasks, using an Unsatisfactory, Partially Proficient, Proficient or Advanced method of grading. My formative assessment was oral and observational.

*Provide effective verbal and written feedback that shape improvement in student performance on content standards.*

After I took my students' preassessments home and graded them according to my rubric, I took the information I had learned to make sure to give the struggling students extra help during the formative assessment part of my unit.

**Standard Four: Knowledge of Content:** *The elementary teacher is knowledgeable, in addition to literacy and mathematics in the following content areas: civics, economics, foreign language, geography, history, science, music, visual arts, and physical education.*

**The teacher has demonstrated the ability to:**

*Utilize content knowledge to ensure student learning.*

The social studies part of this unit pertained to map skills and specifically reading a map. I displayed a student-friendly United States map, and talked about the different parts. This goes along with our social studies curriculum, in which the students are also learning about basic map skills. My assessment for the social studies portion of the unit was oral and observational, as the main focus of this unit was on writing, listening, and speaking.

*Integrate literacy and mathematics into content area instruction.*

While learning our basic social studies map skills, the students were required to use listening, speaking, reading, and writing skills. They discussed and listened to each other talk about the different parts of the United States their flat people were headed to. The students were required to read and write addresses, and use a map to locate their recipient letter's address.

**Standard Five: Knowledge of Classroom and Instructional Management:** The teacher is knowledgeable about classroom practice in order to successfully manage time, communications, and record keeping procedures that will support and enhance student learning.

**The teacher has demonstrated the ability to:**

Create a learning environment characterized by acceptable student behavior, efficient use of time, and disciplined acquisition of knowledge, skills, and understanding.

In my classroom, my cooperating teacher has created a community of respect and acceptable student behavior. This has been a great help to me as a student teacher, however I realize that I will not have someone there to create this environment when I have my own classroom. Because of this, I have done my best to apply her classroom management practices as well as some of my own. My classroom is a place of respect – the children are respected by the teachers, and as a result, are respectful of us, the classroom, and the other students.

This respect, I believe, has been the biggest component to classroom management.

*Apply sound disciplinary practices in the classroom.*

There are consequences for misbehavior in my classroom. These vary between time apart from other students, being called out by the teacher, or even a note home. The students know these consequences, and usually just a threat of discipline is enough to stop a disruptive behavior. I have learned that consistency is key with classroom management, i.e. if you threaten to do something, the kids will expect it!

*Communicate with parents and guardians effectively in order to involve them as participants and partners in student learning.*

In my classroom, communication with parents is key to student learning. My cooperating teacher has taught me the importance through all she does to involve parents through conferences, e-mails and notes home, and, if necessary, finding the parent before or after school to schedule an impromptu talk.

**Standard Six: Knowledge of Individualization of Instruction:** The teacher is responsive to the needs and experiences children bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, and innate learning abilities. The teacher is knowledgeable about learning exceptionalities and conditions that affect the rate and extent of student learning, and is able to adapt instruction for all learners.

**The teacher has demonstrated the ability to:**

Employ a wide range of teaching techniques to match the intellectual, emotional, and social level of each student, and choose alternative teaching strategies and materials to achieve different curricular purposes.

Largely from suggestions from my cooperating teacher and University supervisor, I have learned to implement the practice of “chunking,” or breaking up the unit into sections. I am student teaching in 1<sup>st</sup> grade, so I have learned that 6-year olds can’t sit for hours on end and listen to instruction. Through this unit, I have tried to move the students every half hour or so to maximize engagement and attention. I have also used different media, from charts and overheads, to worksheets and cut-and-paste activities.

*Design and/or modify standards-based instruction in response to diagnosed student needs, including the needs of exceptional learners and English language learners.*

My classroom has a wide variety of learners and a lot of students that are at different stages of learning English. I have learned to adapt for these students, usually by making whole-group instruction explicit, using visuals, and repeating instructions. When the children are working in groups or individually, I usually put them in mixed-ability groups so that they have the opportunity to help each other with the material and the language. I have also learned the importance of good grammar in my own speaking!

### Supporting documents

Scan, upload, and attach two files here:

1. The [Diverse Field Experience Form](#), signed by you and your UNC Supervisor.
2. Your last [Field Assessment form](#), signed by you and your UNC Supervisor.

We also need you to click on Self-Rate link, and the on Add Self-Rating, and enter the data from the FAF form in this portfolio. Make sure the scanned document and the data you enter are exactly the same.

**Owner:** [REDACTED]  
**Feedback on:** Capstone Project (Elementary Undergraduate)  
**Portfolio:** Capstone Project (Elementary Undergraduate)  
**Reviewer:** Fertig, Gary  
**Feedback Date:** Dec 15, 2009  
**Feedback Type:** Public Affiliated  
**Rating:**

	Developing 1.0	Proficient 2.0	Advanced 3.0	
<b>TITLE PAGE and TABLE OF CONTENTS</b>	<b>[no points]</b> Title Page contains four or fewer items of information listed under "Advanced".	<b>[no points]</b> Title Page contains at least five items of information listed under "Advanced".	<b>[no points]</b> <i>Title Page</i> contains all of the following: 1. Title of Unit 2. Grade level taught 3. Teacher candidate's name 4. Cooperating teacher's name 5. Dates unit was taught 6. School and school district	0.0
<b>Row 2 RATIONALE STATEMENT</b>	<b>[5 points]</b> Provides reader with an incomplete description of the community, school, classroom setting, and student characteristics.  Most of the "contextual factors" effective teachers consider when planning instruction and assessment, differentiating instruction, and setting appropriate learning goals are not identified or discussed.  Curriculum standards are listed but not discussed. Assessment does not appear to be aligned with curriculum standards or lesson objectives.	<b>[10 points]</b> Describes demographics of the local community, school, and classroom in terms of characteristic cultural, linguistic and socioeconomic factors.  Classroom and individual variables that affect student learning are identified. Changes in curriculum, instruction, and assessment are explained.  Strategies for pre-assessment, formative and summative assessment are well-thought-out and aligned with major content standards.	<b>[15 points]</b> Provides a thorough description of the community, school, classroom, and all student characteristics that will affect curriculum, instruction and assessment.  Reflects on and explains how instruction and assessment will be modified to accommodate a diversity of student differences and needs.  Pre-assessment, formative, and summative assessments are aligned with curriculum standards and lesson objectives.  Multiple assessments are combined to provide a comprehensive overview of student learning that is linked	15.0

			to curriculum standards.	
<b>Row 3 UNIT GOAL</b>	<p><b>[3 points]</b> The Unit Goal is not derived from relevant content standards or stated verbatim from them (i.e., not in the candidate's own words). It appears to be hastily written and does not accurately describe the major concepts, skills, and attitudes students will learn.</p>	<p><b>[4 points]</b> The Unit Goal is derived from content standards but stated in the candidate's own words. It accurately describes in no more than one paragraph the major concepts, skills, and attitudes students will learn.</p>	<p><b>[5 points]</b> The Unit Goal is derived from content standards but stated in candidate's own words. It accurately describes in no more than two paragraphs "what" students will learn and "how" students will learn major concepts, develop skills, and acquire attitudes.</p>	4.0
<b>Row 4 LESSON PLANS</b>	<p><b>[5 points]</b> Curriculum standards and lesson objectives are not clearly aligned. Learning activities do not support standards-based learning or allow students to apply new skills and content in a meaningful context.</p> <p>Only lower-order thinking skills are emphasized. No efforts are made to differentiate instruction and assessment based on student characteristics identified in the unit's Rationale Statement.</p>	<p><b>[10 points]</b> Each lesson plan contains relevant curriculum standards and clearly written lesson objectives; instruction is aligned with curriculum and assessments are aligned with instruction and learning activities.</p> <p>Lessons provide opportunities for children to apply new skills and content in a meaningful context. "Teacher procedures" do not obscure what students are expected to do in order to learn.</p>	<p><b>[15 points]</b> Curriculum standards, lesson objectives, and assessments are clearly aligned and linked to specific performances and products. Multiple opportunities are provided for students to apply new learning in authentic and meaningful contexts.</p> <p>Multiple and complementary assessments are used. Lesson activities support conceptual development and higher-order thinking for all students</p>	15.0
<b>Row 5 EXTENSION ACTIVITIES</b>	<p><b>[3 points]</b> Extensions are not aligned or directly related to content standards and unit goal(s).</p> <p>Activities require lower-level thinking skills that do not involve application of newly acquired skills, knowledge, and attitudes to real world problems and issues.</p>	<p><b>[4 points]</b> Suggested activities would enable students to internalize their learning relative to content standards and unit goal(s).</p> <p>Extension activities require the application of newly acquired skills, knowledge, and attitudes that challenge students to think at higher levels through analysis, synthesis, and evaluation.</p>	<p><b>[5 points]</b> Extension activities would enable students to further their learning relative to content standards and unit goal(s).</p> <p>Extension activities require higher-order thinking and "transfer" of newly acquired skills, knowledge, and attitudes to a variety of unique situations and problems having significance in the real world.</p>	5.0
<b>Row 6 INSTRUCTING</b>	<b>[10 points]</b> Instructional strategies	<b>[20 points]</b> Instructional strategies	<b>[25 points]</b> Instructional	22.0



STUDENTS AND SUPPORTING LEARNING	<p>for engaging students in learning key concepts, skills and attitudes provide limited access to structured opportunities for active development and application.</p> <p>These strategies do not appear to reflect attention to student characteristics, academic needs and learning styles.</p> <p>The candidate monitors student understanding of subject matter through surface-level questions that do not require active thinking.</p> <p>Candidate struggled with maintaining a positive classroom environment that was conducive to student learning. Students appeared to be off-task, frustrated or bored in response to instruction.</p> <p>Candidate responses do not address student concerns, are inaccurate or are unlikely to guide development of important skills and attitudes.</p>	<p>for engaging students in learning key concepts, skills, and attitudes provide structured opportunities for active development and application.</p> <p>These strategies reflect attention to student characteristics, academic needs, and learning styles.</p> <p>The candidate monitors student understanding of subject matter by eliciting student responses that require active thinking.</p> <p>Candidate establishes a positive classroom environment that is well managed and conducive to learning.</p> <p>Candidate responses build on student input to guide development of skills and attitudes in ways that enhance understanding.</p>	<p>strategies for engaging students in learning key concepts and their relationships, skills and attitudes provide multiple structured opportunities for active development and application that transfer to more than one context.</p> <p>These strategies are differentiated for students in ways that clearly reflect attention to diverse student characteristics, academic needs, and learning styles.</p> <p>The candidate monitors understanding of subject matter by eliciting student responses that require higher-level thinking and decision-making.</p> <p>Candidate establishes a positive classroom environment that supports and enhances student learning.</p> <p>Candidate responses scaffold on students' prior learning in ways that contribute to understanding and facilitate the active construction of knowledge.</p>	
Row 7 RESOURCES	<p><b>[3 points]</b></p> <p>Few resources are cited for teachers and students. Some materials appear to be inappropriate for the developmental or other needs of students. There appears to be a haphazard connection to lesson standards and</p>	<p><b>[4 points]</b></p> <p>A reasonable number and variety of identifiable resources (i.e., cited) are used to support student learning relative to unit standards. Resources are well organized by type, how they will be used in the unit, by whom, and for what purposes.</p>	<p><b>[5 points]</b></p> <p>A rich variety of resources facilitate meeting content standards, for example, through the creative use of technology, children's literature, material artifacts, primary sources, and guest speakers. Each resource serves an identifiable</p>	4.0

	a random collection of unrelated materials.		purpose in the unit and increases all students' learning.	
Row 8 EVALUATIVE ESSAY	<p><b>[5 points]</b>            Essay does not clearly communicate the effects of instruction on student learning. Analysis of learning is not grounded in assessment results tied directly to the achievement of content standards and the unit goal(s).</p> <p>Assessment is anecdotal only; quantitative and qualitative data are not used to evaluate individual and / or whole-class achievement.</p> <p>Assessments do not appear to be aligned with instruction, learning experiences, and curriculum standards.</p> <p>Few or no representative examples of students' work are included.</p>	<p><b>[10 points]</b>            Essay clearly communicates the effects of instruction on student learning by comparing pretest and posttest results.</p> <p>Analysis of assessment results is tied to the achievement of curriculum standards and the unit goal(s).</p> <p>Both quantitative and qualitative evidence of learning are used to evaluate individual as well as whole-class achievement.</p> <p>Representative examples of students' work at different levels of proficiency are provided to illustrate the nature and type of learning that took place relative to curriculum standards and unit goal(s).</p>	<p><b>[15 points]</b>            Essay clearly communicates the effects of instruction on student learning through pretest and posttest results.</p> <p>Analysis of assessment results is tied to individuals' achievement of curriculum standards and unit goal(s).</p> <p>Quantitative and qualitative data are combined to evaluate individual and whole-class achievement. Multiple assessments are aligned with the content standards and lesson objectives.</p> <p>Assessment instruments have clear directions and scoring procedures that facilitate valid and reliable interpretations of student learning.</p> <p>There is evidence of providing students with constructive feedback.</p> <p>Representative examples of students' work at different levels of proficiency are provided to illustrate the kind and degree of learning that took place relative to curriculum standards and unit goal(s).</p>	12.0
Row 9 REFLECTIVE ESSAY	<p><b>[5 points]</b>            The candidate describes, but does not reflect on or articulate insights concerning, how the process of</p>	<p><b>[10 points]</b>            The candidate reflects thoughtfully and clearly articulates how engaging in the process of planning,</p>	<p><b>[15 points]</b>            The candidate thoughtfully reflects on and clearly explains how planning, teaching</p>	12.0

	unit planning, teaching and assessing students' knowledge, skills, and attitudes before, during, and after instruction enabled him or her to meet selected Performance-Based Standards for Colorado Teachers (i.e., PBSCT).	teaching and assessing students' knowledge, skills, and dispositions before, during, and after instruction enabled him or her to meet selected Performance-Based Standards for Colorado Teachers (PBSCT).  Using artifacts and examples of classroom practice, candidate reflected on all PBSCTs not directly addressed in the thematic unit.	and assessing student learning before, during, and after instruction enabled him or her to meet selected PBSCT.  Self-assessment, along with feedback from candidate's cooperating teacher, university consultant and university faculty, are evident in the reflective essay.  Demonstrated insight into practice by articulating strategies for improving instruction and support of student learning.	
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**Total: 89.0**

**Feedback:** Hello [REDACTED], I enjoyed reading your Capstone Project related to teaching first graders how to write friendly letters. You earned a total of 89 points out of the possible 100 points. Ideally, this Project would have integrated math and social studies, and in a way it did, but you did not make that as clear as it could have been. The main focus of your teaching and children's learning was on writing. You did integrate some geography in terms of where Flat Stanley visited in various places and comparing and contrasting weather conditions and relating those conditions to what children would wear - this was good because it made your instruction more authentic and real-world for the children to recognize that weather conditions vary across the country during any season. I think you could have taught the children a few geographic concepts in a more explicit fashion, for example, which states were in which regions of the country, learning the Cardinal and Intermediate Directions, and then looking for patterns of weather by geographic region. I was pleased to see you come back to and review friendly letters in what you referred to as the "min-assessment". It is always good to come back to and review major concepts because that's one of the real tests of learning (multiple assessments spread out in time), that is, can students perform a skill proficiently several weeks or months after it is taught, and can they apply it or transfer their learning to a slightly different context than the one in which it was originally learned. I was also pleased to read how you had to think about in your video reflection how to call on children - those that always have their hands raised, those who may know some information but are reluctant to speak out in public, and those children who are, well, clueless for lack of a better word. In your Evaluative Essay the challenge here is to account for how each and every child in your class met each and every curriculum standard. Your chart or table was good as far as it went in terms of assessing letter writing, however, your formative assessment could have been more robust and you did not indicate how each child met or did not meet the geography standard. You did the right thing by not having too many standards to begin with, but then you need to let the reader, reviewer, administrator, or parent know what the children did to learn and meet each standard and what the children did to demonstrate their learning. Your Reflective Essay was proficient. I would like to have seen a few more details and Performance Based Standards for Colorado Teachers addressed. Generally speaking this was a good unit of instruction that could be greatly enhanced and improved, for example, by implementing some of your Extension Activities. Best of luck to you in your teaching!

Sincerely, Dr. Fertig