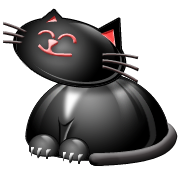
Back Up Plan

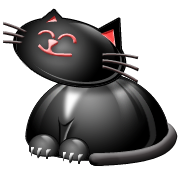
* We only used two technologies in class; the overhead and the online assessment. If the projector screen happened to not be working then we would have done the same activity with the students, but instead we would have used the dry erase board in the front of the class. We could have quickly drawn lines across the board to emulate the paper that the students had. We then could have completed the activity with them. The only difference is when using the projector we would have been able to flip the pages of the worksheet with the students and with the dry erase board after each letter we would have had to erase what we had done and start over again with a new letter.
* The second piece of technology we used was the online game for the students’ assessment. In this case we actually had two back up plans in place. The first was a power point that we created that was essentially the same as the game online. There were four pictures and then the letter and the students would have to pick the correct picture. With a click of the mouse the correct picture would have moved to the letter. We would have checked the students after each click to see if what they chose was the picture that went to the letter.
  + Our backup plan for that in case there was no computer access was a written assessment in which there were pictures and letters. The students would circle the picture that went with the corresponding letters. We then as teachers would have collected the papers and graded them by hand to see the amount that they got correct and incorrect.
* The only other problems that we could have encountered were malfunctions of the copier. This happened to Abbey in the case of the lined paper and assessment score sheet. In this case we worked to make copies of each by hand to ensure that each student would have their own for the assessment.
* Another problem that we encountered and had a backup plan for was in the case that certain students had their computers freeze up during the online portion of the assessment. In these cases the students raised their hands to inform us of the issue and we solved it by letting them simply complete the remainder of the assessment with the person next to them as long as they did it quietly.
  + If we would have had more time we could have had instilled another backup plan where during these freezing issues we would have had backup computers with the assessment already set up on them. That way if these issues presented themselves we would have been able to walk the child to another computer where they would have been able to complete the remainder of the assignment.

Written Assessment

Directions: Circle the picture that corresponds to the letter

C:\Users\Abbey\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\HVF6LAFW\MC900383988[1].wmf C:\Program Files\Microsoft Office\MEDIA\CAGCAT10\j0299763.wmf 

C:\Program Files\Microsoft Office\MEDIA\CAGCAT10\j0299763.wmf  C:\Users\Abbey\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\HVF6LAFW\MC900446012[1].wmf C:\Users\Abbey\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\08BH0RNF\MC900417484[1].wmf

C:\Users\Abbey\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\HVF6LAFW\MC900446012[1].wmf  C:\Users\Abbey\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\HVF6LAFW\MC900435574[1].wmf 

 C:\Users\Abbey\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\HVF6LAFW\MC900383988[1].wmf  C:\Users\Abbey\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\08BH0RNF\MC900417484[1].wmf

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | EXCELLENT | GOOD | AVERAGE | POOR |
| WRITTEN LETTERS  (uppercase and lowercase) | When asked to write uppercase and lowercase letters was able to write at least 7 out of 8 correctly without teacher assistance. | When asked to write uppercase and lowercase letters was able to write at least 5 out of 8 correctly without teacher assistance. | When asked to write uppercase and lowercase letters was able to write 4 letters correctly and needed teacher assistance. | When asked to write uppercase and lowercase letters was able to write less than 4 letters and needed teacher assistance. |
| LETTER/PICTURE  RECOGNITION  OF A’s | Student was able to correctly identify all 3 pictures that corresponded with the letter A without teacher assistance. | Student was able to correctly identify 2 pictures that corresponded with the letter A without teacher assistance. | Student was able to correctly identify 2 pictures that corresponded with the letter A without teacher assistance. | Student was not able to correctly identify any pictures that corresponded with the letter A and needed teacher assistance. |
| LETTER/PICTURE  RECOGNITION  OF B’s | Student was able to correctly identify all 6 pictures that corresponded with the letter B without teacher assistance. | Student was able to identify at least 4 of the 6 pictures that corresponded with the letter B without teacher assistance. | Student was able to identify at least 2 of the 6 pictures that corresponded with the letter B without teacher assistance. | Student was able to identify at maximum 1 picture that corresponded with the letter B and needed teacher assistance. |
| LETTER/PICTURE  RECOGNITION  OF C’s | Student was able to correctly identify all 3 pictures that corresponded with the letter C without teacher assistance. | Student was able to correctly identify 2 pictures that corresponded with the letter C without teacher assistance. | Student was able to correctly identify 2 pictures that corresponded with the letter C without teacher assistance. | Student was not able to correctly identify any pictures that corresponded with the letter C and needed teacher assistance. |
| LETTER/PICTURE  RECOGNITION  OF D’s | Student was able to correctly identify all 3 pictures that corresponded with the letter D without teacher assistance. | Student was able to correctly identify 2 pictures that corresponded with the letter D without teacher assistance. | Student was able to correctly identify 2 pictures that corresponded with the letter D without teacher assistance. | Student was not able to correctly identify any pictures that corresponded with the letter D and needed teacher assistance. |

Abbey Duncan

Reflection Paper

“ABC…It’s as easy as 123”

The lesson plan that team Candyland chose to present was “ABC…It’s as easy as 123.” We decided on this lesson plan because we all are in early childhood education and want to teach either kindergarten or first grade. That is why we thought it would be a good idea to come up with a way to teach our students some of the letters of the alphabet. We knew that they, as actual kindergarteners, would not be able to learn all twenty-six letters in one day so we decided it would be best to divide it up and only teach them the first four letters.

Automatically ideas of how to teach came to mind. We all thought of how we were taught letters. We thought of the letter people and how for each letter there is a certain special design to them. This led us to the idea of giving the students letters and letting them draw pictures on them of things that start with that letter. We then noted that the students would need to learn how to write the letters as well. Since we did not just want to “write the letters for them” we came up with the idea of the dotted letters so that we would be able to slowly show them how to write the letters using scaffolding and by slowly taking it away they would be able to write the letters on their own. Then after coming up with our two activities we wanted to come up with a way to test them on both writing and the picture letter recognition.

Since they are supposed to be kindergartners we were automatically limited in the amount of technology we were going to use for this assessment. We faced a challenge because the students, at this age would be unable to type in urls or read power points on the screen. However, we did want to include technology in some way. At first, we thought it would be cool to create a power point assessment where there would be pictures and letters and the students had to decide the picture that corresponded with the letter that we gave them. They would then lift up the letter they believed it would be and we would tell them if they were correct or not. However, after searching Sarah was able to find a game online that did exactly the same thing and would allow each student to individually participate. Since we knew that the students would not be able to type in the address we emailed the link to the class (to save time). In a real classroom situation we would have gone to each child’s computer ahead of time and pulled up the assessment for them.

Another challenge that I faced individually came up in the way of the copier machine. I went to copy my lined papers and score rubric for the online portion of the assessment and the copier would not work. So I decided that in this situation I would simply draw out a set of lined paper and score sheet for each student by hand. I was able to finish them and make them look just as good as the copied papers in time for the lesson plan.

The third and final challenge that we faced was as a group we had to decide the best way to make such a lesson constructivist. It is hard to do this because at this age is when a student’s foundation is being set. If you do not teach students things like letters and numbers and letters correctly then they will not be able to effectively progress through the school system. In the beginning we believed that it would be best for us to give students sheets with just dotted letters on them and have them follow the lines to create them. However, since this was not allowing the students to create on their own we began to tweak our lesson a bit. We in the end decided to give students sheets with a few dotted letters in which they could follow the template, but then leave them space so that they were able to create their own letters.

For the most part our lesson was of the constructivist nature. We allowed the students to construct their own letters and draw in them what they thought started with that letter. They also got to construct their own letters on the lined paper. The only time where we had to teach objectively was when we were first teaching the letters. And in this moment it is hard to teach constructively because they are just learning the letters for the first time. If a teacher doesn’t teach objectively then the students may not ever learn how to correctly write the letters.

There are only thing that I would do differently next time if I had to teach this lesson again. One I would have made sure at the begging of the lesson to make sure that each student knew how to correctly hold the pencil. I would do this to make sure that they are able to correctly and more easily write the letters that we were teaching them. The next thing that I would have done differently is made sure that the pictures on the game were a little less confusing. For example, in the c category there was a cat but there was also something that could have been a crocodile or an alligator.

Abbey Duncan

My contributions

In this project I drew all the lined papers and papers for the assessment. I also presented the assessment. I helped to come up with both the backup plan and the lesson plan. I then came up with the rubric that we would use to grade the students. I also came up with the backup assessment that we would use in case something went wrong with the online game.