Student Achievement Chart below.

PK. PK. ELAL.1. Demonstrates understanding of the organization and basic features of print: Recognizes and names some upper/lowercase letters of the alphabet, especially those in own name.

PK.AL.5. Demonstrates persistence. PK.AL.5. Indicators: Maintains focus on a task.

**Lesson Objective:** Students will be able to demonstrate their understanding and differentiated uppercase and lowercase letter. Students will be able to identify letters by uppercase and lowercase A.

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| **Learning Progression** | **Description of Student Work in Each Progression of Learning** | **Results from the Pre- and Post-Assessments Related to the Standard** | | |
| **Level 3** | **Characteristics of student work/responses:**   * Able to identify and differentiate 3 uppercase and 3 lowercase letters (A, a). * Able to be coloring uppercase from lowercase letter A and complete worksheets.   A close-up of a paper  Description automatically generated |  | **Pre-Assessment Results** | **Post- Assessment Results** |
| * Number of students: | 3/13 |  |
| * Student Initials: | Alexandra  Dion  Iliana |  |
| **Level 2** | **Characteristics of student work/responses:**   * Able to identify uppercase and cannot compare uppercase from lowercase letter (A, a). * Able to be coloring uppercase from lowercase letter A and complete worksheets. | * Number of students: | /13 |  |
| Student Initials: |  |  |
| **Level 1** | **Characteristics of student work/responses:**   * Unable to identify uppercase and compare uppercase from lowercase letter (A, a). * Able to be coloring uppercase and lowercase letter A and complete worksheets. | * Number of students: | /13 |  |
| Student Initials: |  |  |

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| **Considering the pre-assessment results from the SAC respond to the following questions:** | |
| How did you decide to administer this pre-assessment? | I displayed the art craft board indicating the letters A and a. I informed the students the difference between the two letters and how to identify them. I gave the students worksheet to paint an Apple and indicate uppercase A with red color and lowercase A with blue color. |
| What was the source of the pre-assessment? | Check or highlight all that apply:   * I pulled the pre-assessment from my school’s adopted curriculum. * I used resources outside of my school's adopted curriculum to create or adapt the pre-assessment. * I used resources provided to me by my mentor teacher to create or adapt the pre-assessment. * Other: Explain. |
| Based on the SAC pre-assessment results, where are your students most successful (skills/knowledge)? | The students most successful would be in coloring the Apple with uppercase letter A as red and lowercase A as blue.  Level 3, 2 and 1 will be able to color the Apple but not able to differentiate between uppercase and lowercase A.  Level 2 students will be able to identify uppercase and cannot compare uppercase from lowercase letter (A, a).  Level 3 students unable to identify uppercase and compare uppercase from lowercase letter (A, a). |
| How will you build upon their successes in the upcoming lesson? | I will build by using the letter already understood by the student as the basis for working on other letters.  I will use the skills gained through art craft to create similar examples to enhance understanding of the next lesson. |
| Based on the SAC pre-assessment results, what are your students’ misconceptions? | Students will demonstrate their identifying and differentiate uppercase and lowercase letters (A, a). Additionally, they will have exhibited difficulty in performing compare uppercase from lowercase letter (A, a). |
| How will you address student misconceptions in the upcoming lesson? | **Misconception:** Students will have difficulty in developing and comprehending learning through technical workings.  **Solution:** I will make use of art craft and colouring model to help students understand the representations and differences between uppercase and lowercase. The use of colour and art craft visuals enhances students understanding. I will also provide worksheets through which students will demonstrate understanding through colouring and this will help them see the differences between upper case and lower case. |
| **Supports versus Modifications**  **Supports** are adaptations that allow access to grade-level instruction:   * Include supports and scaffolds that are gradually removed. * Allow students to demonstrate increasingly independent proficiency.     **Modifications** are adaptations that change the learning goal and/or lower the level of challenge for students.  **UnboundEd Learning Inc (2020)** | |
| Based on the SAC, which students will need **supports** to achieve the objective(s) of the upcoming lesson? | Based on observation and assessment, I will note students with difficulty in identifying and differentiating uppercase and lowercase A. I will break down instruction into smaller manageable ones. I will also offer positive feedback to motivate and increase confidence. I will also create more time for IEP students. |
| What **supports** will you incorporate into the lesson? | I will explain students understand the concept of identifying letter, At the beginning of the lesson, we will watch the video and sing songs together, including "I Know Letter Aa (Longer Video) | Letter A Sound | Writing Letter Aa | Objects Beginning with 'a' Sound, <https://www.youtube.com/watch?v=WH90TxQdW34> to provide visual support." |
| Is there a student(s) who needs **modifications**? If so, explain how you determined the modification(s) you incorporated into the lesson (i.e. 504 plan, IEP goal). | Michael, Victor, Jack required significant support to comprehend the. They have not yet grasped. To help them visualize these concepts. We also used coloring techniques and I asked them items related with Letter A to enable them to identify the correct answers. |
| Any other insights from the pre-assessment data? | * The majority of students did not know how to compare uppercase from lowercase letter (A, a) and required a visual representation in order to comprehend the difference. |

**Educator Biases**

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| Consider your own biases:   * Were you surprised by any of your pre-assessment data? * Did you have misconceptions about student capability and learning? * How will this impact your mindset in preparing for instruction? | I was not surprised by any of the pre-assessment data, as I expected that some students would find it challenging to identify and compare letter uppercase and lower-case letter A. This could be due to a lack of experience with letters.  I had no misconceptions about the students’ learning abilities, as they had proven their ability to adapt to new concepts quickly in previous lessons. |