DESIGNING PEDAGOGY FOR EXISTING MATHEMATICS: MEASUREMENT CURRICULUM IN A LANGUAGE IMMERSION SCHOOL

by

Jihee Jina Kim

CAPSTONE PROJECT

Hamline University
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Capstone Project Facilitator: Susan Manikowski
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Summary Explanation of the Project

The research question for my capstone project is "Designing Pedagogy for Existing Mathematics: Measurement Curriculum in a Language Immersion School."

Through this capstone project, I hope to learn: how students are affected through teachers' utilization of the curriculum; how students learn in a language Immersion setting; which teaching methods are supportive of students’ learning; and which teaching strategies would need to be improved to be more effective.

The school utilize mathematics curriculum in English through meeting academic states standard. Because language immersion program, students need to expose new language as well. This project is made to satisfy the both aspects; language immersion instruction, academic states standards. Measurement would be notable example to start with this project and further connected project. The projected is modified to fit the both areas including translated new language such as Korean.

The research process included qualitative and quantitative methods. During the ten lessons, the research identified which teaching strategies were effective for students' active learning and high involvement and how the lesson would make their learning comfortable; these were qualitative methods. On the other hand, the research recognized the products in quantitative ways through sufficient length of time on projects, appropriate professional observation feedback, and various pedagogy resources from previous researchers.

The research involved collecting data in various ways from students and other teachers in the school. After each lesson, second-grade students were provided one sticker
to evaluate the lesson on the sticker chart. The questions on the chart were simple and easily understandable by English Language Learners with the visualizations on the chart. The visualizing allowed the students to feel comfortable in expressing their thoughts or views as with an expressive face or fingers or shapes. The evaluation was anonymous and did not impact after whichever students decide. Because the second grade is a primary grade where steps are supposed to be simple, the questionnaires on the evaluation charts had fewer than three questions. For instance, a typical questionnaire asked: How was the lesson of the day? Do you want to have a lesson just like today's? Can you explain what you did to your family tonight? Before the students put a sticker on the chart, they listened to an explanation of the purpose of the chart, the procedure, and the expectation of the teacher.

Not only would the students’ feedback be significant in recognizing the right pedagogy for students’ success learning, but more professional feedback from a principal and other teacher would also be significant. The school conducts official observations of teachers three times. In addition, the school has its own lesson plan framework and rubric. The assessment was performed by a professional person who came to the classroom once during the project time and who provided sufficient supportive comments. In accordance with the literature review discussed in the previous chapter, the lesson was planned with various teaching strategies; examples include cooperative learning, active learning, discussion, technology, lecture, and movement. The project could affect student learning appropriately based on the professional feedback.

For multilingual students’ learning environment in a language immersion school,
in order to boost high performance in the school without crushing the multiple languages, teachers need to analyze the best approach for leading students’ learning. Discovering how multilingual students learn best in a language immersion school would help both the teachers and the students in the school. I expected to found out how teachers’ instruction affects the success of students’ learning.

The lessons were designed for the student which meant the survey that were three simple questionnaires and the result came from exactly from the students’ viewpoint. The project would discover accurately rather than other data. Based on the sticker survey procedure, the students would learn external curriculum: Explore – Reflect – Action. The students explore the various lessons through their learning style preference. They also actively participated in the lessons because they would have responsibly to reflect the teaching strategies. When each lesson was done, I guided them to think more deeply and to reflect on the lessons. Then, after deliberation, the students came to the chart to express their thoughts. After all the surveys were done, I analyzed the data to identify what they preferred. As a follow-up action method, further lessons could be planned that fitted in with the project results.

One valuable curriculum development method would be a teachers’ evaluation system which provides stronger benefits to teachers and students. To gather sufficient data professionally, feedback from other school faculty members as third party participants would be great support for the teaching methods. Their views would be new to both sides and their opinions would contribute to more professional development. I believe that multiple visits by them would help build well-trained performance standards.
# Lesson Plan Template

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<tr>
<th>Date:</th>
<th>Grade Level:</th>
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<th>Subject:</th>
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<tr>
<th>Content Objective:</th>
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<th>Language Objective:</th>
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<th>Key Content Vocabulary:</th>
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<tr>
<th>Key Language or Grammar Needed</th>
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<tr>
<th>Describe the steps of the lesson</th>
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<tr>
<th>Activities</th>
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<tr>
<th>Assessments</th>
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<tr>
<th>Homework</th>
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<tr>
<th>Data Used</th>
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<tr>
<th>Socio-emotional or Behavior Concerns</th>
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**Mathematics: Measurement Unit Lesson Plan**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Day 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level:</td>
<td>Second</td>
</tr>
<tr>
<td>Subject:</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Topic:</td>
<td>Measurement (길이체기)</td>
</tr>
</tbody>
</table>

**Content Objective:**

I can measure with physical units by multiple copies.

(나는 여러 가지 단위로 길이를 재 수 있어요.)

**Language Objective:**

I can measure objects with various items.

(나는 여러 가지 물건으로 길이를 재 수 있어요.)

**Key Content Vocabulary:**

- foot (발), unit (단위), about (대략/약), measure (길이를 재다), length (길이)

**Key Language or Grammar Needed**

- Hands unit (발), Foot unit (길음), Number of times (번)

**Describe the steps of the lesson**

**Warm up** – Pose 10-more and 10-less problems, leveled experienced

A: (What is 10 more than 90?, 10 more than 100?, 10 less than 80?, 10 less than 130?)

B: (What is 10 more than 87?, 10 more than 143?, 10 less than 93?, 10 less than 139?)

C: (What is 10 more than 93?, 10 more than 295?, 10 less than 107?, 10 less than 204?)

**Daily Routine:** 1. Read learning objects together with students.

2. Connect students’ background knowledge.

**I Do – 1. Introduce new concept of unit through movie briefly.**

- General information about measurement.
  
  https://jr.brainpop.com/math/measurement/centimetersmeterskilometers/

- Measure objects through body.
  
  https://www.youtube.com/watch?v=AAa3vRrxGbQ

- Measure objects with various item.
  
  https://www.youtube.com/watch?v=7hYUj38cjNU
2. Demonstrate how to measure objects with physical units.
   - Modeling to measure with different item how it works ex) hand, foot, clip
   - Teacher: “There are many items to measure through different units.”

We Do – 1. Allow students to explore measurement in classroom items.

Activities

You Do – Day 1 Activity
1. Students need a partner for the activity.
2. Student measure items with different units (clip, hands, foot)in the classroom.
3. After measure, students record the data on the activity sheet.
4. Students will share what they measured with an entire class.

Assessments
1. Classroom Observation: Walk around and observe how the students are doing correctly.
2. Activity Sheet: Analyze students work through the activity sheet.

Homework
Day 1 Homework

Data Used
- Classroom Observation

Socio-emotional or Behavior Concerns
- Make sure students need to have working (learning) partner.
- Remind student to utilize items to measure right way (not toy).
Day 1 Activity

Name(이름): ____________________

- Working with partner, measure items in the classroom with different unit (clip, hand, foot).

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<thead>
<tr>
<th>물건 (Item)</th>
<th>길이 (Length)</th>
<th>단위 (Unit)</th>
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Day 1 Homework

Name(이름): ____________________

- Use a clip to find the length of each object.
(클립을 이용하여 각 물건들의 길이를 측어 보시다.)

1. The picture of the fork and spoon is about ____________ clips long.
(포크와 숟가락의 길이는 클립이 약 ____________ 개 입니다.)

2. The picture of the hammer is about ____________ clips long.
(망치의 길이는 클립이 약 ____________ 개 입니다.)
3. The picture of the comb is about ______________ clips long.
(머리 빗의 길이는 클립이 약 ___________ 개입니다.)

4. The picture of the shovel is about ______________ clips long.
(삽의 길이는 클립이 약 ___________ 개입니다.)

5. The picture of the pencil is about ______________ clips long.
(연필의 길이는 클립이 약 ___________ 개입니다.)
### Date: Day 2 ~ 3  |  Grade Level: Second
---|---
**Subject:** Mathematics  |  **Topic:** Measurement (길이재기)

### Content Objective:
I can understand what is ‘centimeter’ and ‘inch’.
(나는 센치미터와 인치를 이해 할 수 있어요.)

### Language Objective:
I can measure items with ‘centimeter’ and inch ‘units’.
( 나는 센치미터와 인치로 물건을 채울 수 있어요.)

### Key Content Vocabulary:
- **unit** (단위), **measure** (길이를 계다), **length** (길이),
- **centimeter** (센치미터), **inch** (인치)

### Key Language or Grammar Needed
- “This is ________ cm.” ( 이것은 ________ 센치미터 입니다.)
- “This is ________ in.” ( 이것은 ________ 인치 입니다.)
- “Short centimeter and inch.” (“짧아요 센치미터 그리고 인치”)

### Describe the steps of the lesson
**Warm up – Mental Math and Fluency**
Use the following sequence of Number cards 86, 111, and 112. Always allow children a second look at each card and follow up by asking them both what they say and how they say it. Asking such questions allows a variety of strategies to emerge. *Leveled experience*

A: 86 – I saw 6 on one frame and 4 on the other, so I moved the 4 over to make 10.
B: 111 – I saw 1 empty space on one frame so I moved over 1 counter to make 10. There were still 4 left in the other frame, so that makes 14.
C: 112 – I saw 2 empty spaces on one frame, so I moved 2 counter over to make 10. there were still 4 left in the other frame, so that makes 14.

**Daily Routine – 1. Read learning objects together with students.**
2. Connect students’ background knowledge.
3. Linked previous lesson review

**I Do – 1. Introducing the Centimeter/Inch**
Have children carefully cut out the 12-inch and 10-centimeter rulers
*Day 2 Manipulative (1).* Tell children to examine the 12-inch ruler.
Student will make the paper ruler and discuss what it noticed with a partner. After a few minutes, invite children to share what they notice. Responses may be including the following:

- There are numbers from 0 ~
- The spaces between the numbers are the same size.
- Some of the lines on the ruler are longer than others.
- There is a longer line for each number.
- There is a shorter line marked about halfway between each of the numbers.

Explain that the space, or interval, between each number is a standard unit of measure called **inch, centimeter**. The abbreviation for inches is **in.**, **cm**.

2. Introduction new concept of content through movie briefly
https://www.youtube.com/watch?v=_F-tElZmHC8

We Do – 1. Explore the paper ruler.

Have children use the paper ruler to measure the length of the foot-long foot. Expect that some children will report the length as 12; others may report it as 1. Both can be correct because the foot-long foot is both 12 inches long and 1 foot (or **ft**) long.

**Activities**

**You Do – Day 2 Activity**

1. Students need a partner for the activity.
2. Students measure items with two units (cm/in) in the classroom.
3. After measure, students record the data on the activity sheet.
4. Students will share what they measured with an entire class.

**Assessments**

1. Classroom Observation: Walk around and observe how the students are doing correctly.
2. Activity Sheet: Analyze students work through the activity sheet.

**Homework**

**Day 2 Homework**

**Data Used**

- Classroom Observation

**Socio-emotional or Behavior Concerns**

- The ruler is introduced in the lesson. Some children may not yet see the ruler as composed of a series of inch-long intervals. The activities in this lesson are designed to show children that the length of an object must be the same number of inches/centimeters whether it is measured with 1-inch long blocks or with a ruler – a potentially unfamiliar concept to children.

Day 2~3 Activity

Name(이름): ____________________

- Working with partner, measure items in the classroom with different unit (clip, hand, foot). (짝꿍과 여러 가지 단위로 교실에 있는 물건들을 측어 봅시다.)

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<thead>
<tr>
<th>물건 (Item)</th>
<th>길이 (Length)</th>
<th>단위 (Unit)</th>
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</table>
Day 2-3 Homework

Name (이름): ____________________

- Use a centimeter or inch cube to find the length of each object.
  (센치미터와 인치 큐브를 이용하여 각 물건들의 길이를 재어 봅시다.)

1. The crayon is __________ centimeter cube long.

2. The pencil is __________ centimeter cube long.

3. The clothespin is __________ inch cube long.

4. The marker is __________ inch cube long.
**Date:** Day 4  
**Grade Level:** Second

**Subject:** Mathematics  
**Topic:** Measurement (길이 측기)

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**Content Objective:**
I can estimate to measure items. (나는 물건을 약으로 측할 수 있어요.)

**Language Objective:**
I can use a ruler to measure items.  
(나는 물건을 자를 이용하여 약으로 측할 수 있어요.)

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**Key Content Vocabulary:**
- unit (단위), measure (길이를 측다), length (길이),
- centimeter (센치미터), inch (인치), estimate (어림, 약)

**Key Language or Grammar Needed**
- “This is about ________ cm.” (이것은 약 ________ 센치미터 입니다.)
- “This is about ________ in.” (이것은 약 ________ 인치 입니다.)

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**Describe the steps of the lesson**

**Warm up – Mental Math and Fluency**
Display base-10 blocks. In their slates, have children record the numbers represented by the base-10 blocks. *Leveled exercise*

- A: Show 4 longs and 3 cubes, add 4 more cubes.
- B: Show 5 longs and 7 cubes, add 3 more cubes. *Ask:* What trade can I make?
- C: Show 7 longs and 5 cubes: *Ask:* How can I remove 6 cubes?

**Daily Routine – 1. Read learning objects together with students.**
- 2. Connect students’ background knowledge.
- 3. Linked previous lesson review

**I Do – Introduction how to measure item with a ruler.**
Model activity how to measure the cards and record on the sheet.
Demonstrate how to estimate measurement items.

We Do – Students choose a card measure the picture on the card to the nearest inch. Record the measurement on the recording sheet.

<table>
<thead>
<tr>
<th>Activities</th>
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<tbody>
<tr>
<td>You Do – Day 4 Activity</td>
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<tr>
<td>Students choose a card measure the picture on the card to the nearest inch. Record the measurement on the recording sheet.</td>
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<table>
<thead>
<tr>
<th>Assessments</th>
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<tbody>
<tr>
<td>1. Classroom Observation: Walk around and observe how the students are doing correctly.</td>
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<tr>
<td>2. Activity Sheet: Analyze students work through the activity sheet.</td>
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<table>
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<tr>
<th>Homework</th>
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<tr>
<td>Day 4 Homework</td>
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<tr>
<th>Data Used</th>
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<tbody>
<tr>
<td>- Classroom Observation</td>
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<tr>
<th>Socio-emotional or Behavior Concerns</th>
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<tbody>
<tr>
<td>- The ruler is introduced in the lesson. Some children may not yet see the ruler as composed of a series of inch-long intervals. The activities in this lesson are designed to show children that the length of an object must be the same number of inches/centimeters whether it is measured with 1-inch long blocks or with a ruler – a potentially unfamiliar concept to children.</td>
</tr>
</tbody>
</table>
Day 4 Activity

Name (이름): ____________________

- Choose a card. Measure the item to the nearest centimeter (cm)/ inches (in). Record and number and length on the sheet.

(그림 카드를 선택하여, 동그라미 안에 번호를 쓰고, 아래 잡아서 자를 이용하여 물건들을 자로 재보세요.)

<table>
<thead>
<tr>
<th>Item (물건 이름):</th>
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<tbody>
<tr>
<td>약 ______ cm</td>
<td>약 ______ in</td>
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<tbody>
<tr>
<td>약 ______ cm</td>
<td>약 ______ in</td>
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</table>
Day 4 Homework

Name (이름): ____________________

- Use the paper ruler to estimate measuring the length of the object below.
(종이자를 이용하여 어림잡아 물건의 길이를 측어 보시다.)

1. The picture of the animal track is about _______________ cm long.

2. The picture of the turtle is about _______________ cm long.

3. The picture of the sandwich is about _______________ cm long.
4. The picture of the fish is about _______________ in long.

5. The picture of the fish tank is about _______________ in long.

6. The picture of the pencil case is about _______________ in long.
**Date:** Day 5                
**Grade Level:** Second

**Subject:** Mathematics                              
**Topic:** Measurement (길이제기)

**Content Objective:**
I can measure using different units of measurement.
(나는 물건을 어림하여 채울 수 있어요.)

**Language Objective:**
I can measure twice of item through using different units.
(나는 물건의 실제 길이를 두 배로 채울 수 있어요.)

**Key Content Vocabulary:**
- unit (단위)
- measure (길이를 측다)
- length (길이)
- centimeter (센치미터)
- inch (인치)
- estimate (어림, 약)
- actual (실제로)

**Key Language or Grammar Needed**
- “This is about ______ cm.” (이것은 약 ______ 센치미터 입니다.)
- “This is about ______ in.” (이것은 약 ______ 인치 입니다.)
- “This is actual length is ______ cm.”
  (이것은 실제로 ______ 센치미터 입니다.)
- “This is actual length is ______ in.”
  (이것은 실제로 ______ 인치 입니다.)

**Describe the steps of the lesson**

**Warm up – Mental Math and Fluency**
Display base-10 blocks. In their slates, have children record the numbers represented by the base-10 blocks. Leveled exercise
A: Show 6 longs and 2 cubes, add 1 more cubes.
B: Show 2 longs and 5 cubes, add 2 more cubes. Ask: What trade can I make?
C: Show 5 longs and 7 cubes: Ask: How can I removes 6 cubes?

**Daily Routine – 1.** Read learning objects together with students.
   2. Connect students’ background knowledge.
   3. Linked previous lesson review

**I Do –** Introduction how to measure item with a ruler.
Model activity how to measure the cards and record on the sheet.
Demonstrate how to estimate measurement items.
Show students to compare actual length with estimate length.
We Do – Students choose a card, measure the picture on the card to the nearest inch. Record the measurement on the recording sheet.

**Activities**

**You Do – Day 5 Activity**

Students choose a card, measure the picture on the card to the nearest inch. Record the measurement on the recording sheet.

**Assessments**

1. Classroom Observation: Walk around and observe how the students are doing correctly.
2. Activity Sheet: Analyze students work through the activity sheet.

**Homework**

Day 5 Homework

**Data Used**

- Classroom Observation

**Socio-emotional or Behavior Concerns**

- The ruler is introduced in the lesson. Some children may not yet see the ruler as composed of a series of inch-long intervals. The activities in this lesson are designed to show children that the length of an object must be the same number of inches/centimeters whether it is measured with 1-inch long blocks or with a ruler – a potentially unfamiliar concept to children.
Day 5 Activity

Name (이름): ____________________

- Choose a card. Measure the item to the nearest centimeter (cm)/ inches (in). Record and number and length on the sheet. Estimate the object and measure actual length with using a ruler.

(그림 카드를 선택하여, 동그라미 안에 번호를 쓰고, 어림 잡아서 물건들을 재보세요. 그리고, 자를 이용하여 실제 길이를 재보세요.)

<table>
<thead>
<tr>
<th>Item (물건 이름):</th>
<th>약 _____ cm</th>
<th>실제 _____ cm</th>
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<td>실제 _____ in</td>
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</table>
Day 5 Homework

Name (이름): ______________________

- Use the paper ruler to estimate measuring the length of the object below. Record actual length of the item with the ruler.

(종이 자를 이용하여 어림 잡아 물건의 길이를 재어 봅시다. 자를 이용하여 실제 길이를 자로 재 봅시다.)

1. ______________________

   a. Estimate: ________ cm       b. Actual length: ________ cm
   c. Estimate: ________ in       d. Actual length: ________ in

2. ______________________

   a. Estimate: ________ cm       b. Actual length: ________ cm
   c. Estimate: ________ in       d. Actual length: ________ in

3. ______________________

   a. Estimate: ________ cm       b. Actual length: ________ cm
   c. Estimate: ________ in       d. Actual length: ________ in

4. ______________________

   a. Estimate: ________ cm       b. Actual length: ________ cm
   c. Estimate: ________ in       d. Actual length: ________ in

5. ______________________

   a. Estimate: ________ cm       b. Actual length: ________ cm
   c. Estimate: ________ in       d. Actual length: ________ in
<table>
<thead>
<tr>
<th><strong>Date:</strong></th>
<th>Day 6 ~7</th>
<th><strong>Grade Level:</strong></th>
<th>Second</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject:</strong></td>
<td>Mathematics</td>
<td><strong>Topic:</strong></td>
<td>Measurement (길이 재기)</td>
</tr>
</tbody>
</table>

**Content Objective:**

I can compare different items in length.

(나는 길이가 다른 물건들을 비교 할 수 있어요.)

**Language Objective:**

I can tell how much different between the two items.

(나는 얼마나 물건의 길이가 다른지 말 할 수 있어요.)

**Key Content Vocabulary:**

unit (단위), measure (길이를 측다), length (길이), than (~보다), long (길다) short (짧다), centimeter (센치미터), inch (인치), meter (미터)

**Key Language or Grammar Needed**

“This item A is _____ cm/in longer/shorter than item B.”

(A 물건은 B 물건보다 _____ cm/in 길어요/짧아요.)

“This item B is _____ cm/in longer/shorter than item A.”

(B 물건은 A 물건보다 _____ cm/in 길어요/짧아요.)

**Describe the steps of the lesson**

**Warm up – Mental Math and Fluency**

Have children do place value exercises on slates. *Leveled exercise*

A: Write 73. Circle the digit in the tens place. Put an X on the digit in the ones place.

B: Write 415. Circle the digit in the tens place. Put an X on the digit in the ones place.

What is the value of the digit that is not marked?

C: Write 2,308. Circle the digit in the hundreds place. What is the value of the digit in the tens place? In what place is the 8?

**Daily Routine – 1. Read learning objects together with students.**

2. Connect students’ background knowledge.
### 3. Linked previous lesson review

| I Do – Introduction how to measure item with a ruler. |
| Model activity how to measure the cards and record on the sheet. |
| Demonstrate how to estimate measurement items. |
| \ |
| We Do – Students choose a card measure the picture on the card to the nearest inch. |
| Record the measurement on the recording sheet. |

### Activities

| You Do – Day 4 Activity (1) |
| Students choose a card measure the picture on the card to the nearest inch. Record the measurement on the recording sheet. |

### Assessments

1. Classroom Observation: Walk around and observe how the students are doing correctly.
2. Activity Sheet: Analyze students work through the activity sheet.

### Homework

Day 6 ~7 Homework

### Data Used

- Classroom Observation

### Socio-emotional or Behavior Concerns

- The ruler is introduced in the lesson. Some children may not yet see the ruler as composed of a series of inch-long intervals. The activities in this lesson are designed to show children that the length of an object must be the same number of inches/centimeters whether it is measured with 1-inch long blocks or with a ruler – a potentially unfamiliar concept to children.
Day 6 ~7 Activity

Name (이름): ____________________

- Choose a card to measure both pictures. Record both measurements on the recording sheet then find the difference between the lengths.

(그림 카드를 선택하여, 두개의 도형의 길이를 자로 재 봅시다. 두 가지 다른 길이의 도형을 다른 점을 알아 봅시다.)

<table>
<thead>
<tr>
<th>#</th>
<th>A</th>
<th>B</th>
<th>A</th>
<th>B</th>
<th>A</th>
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</tbody>
</table>

find difference: find difference: find difference:
1) inches

2) centimeters

3) centimeters

4) centimeters

5) inches
Day 6~7 Homework

**Name (이름): ____________________**

- Measure five things in the house with a centimeter/inch ruler. List the five thins and their length in centimeters.

(집에 있는 물건들 5 가지를 골라 자를 이용하여 cm/in 물건을 재 보세요.)

<table>
<thead>
<tr>
<th>Object Name</th>
<th>Length in Centimeters</th>
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</table>

- Measure five things in the house with a meter/feet ruler. List the five thins and their length in meter/feet.

(집에 있는 물건들 5 가지를 골라 자를 이용하여 m/ft. 물건을 재 보세요.)

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</tbody>
</table>

- Talk with parents/family, pick two different items tell how long is shorter/longer 😊

(두가지 물건으로 비교 하여 말해 보시다.)
<table>
<thead>
<tr>
<th>Date: Day 8</th>
<th>Grade Level: Second</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject: Mathematics</td>
<td>Topic: Measurement (길이체기)</td>
</tr>
</tbody>
</table>

**Content Objective:**
I can distinguish standard measurement unit appropriately.

(나는 길이 단위를 알맞게 구분 할 수 있어요.)

**Language Objective:**
I can use right standard measurement unit correctly.

(나는 길이를 측 때 알맞은 단위를 사용 할 수 있어요.)

**Key Content Vocabulary:**
unit (단위), measure (길이를 측다), length (길이),
centimeter (센치미터), inch (인치), estimate (어림, 약) actual (실제로)

**Key Language or Grammar Needed**

**Describe the steps of the lesson**

**Warm up – Mental Math and Fluency**
Pose number stories. Have children share their strategies. *Leveled exercises*
A: At the market, Maria bought 12 peaches. Her family ate 6 of the peaches that right. How many peaches are left?
B: Jaidy had 9 books sitting on his desk. He took 4 of the books back to the library. How many books are still on Jaidy’s desk?
C: Mindy has 13 strawberries in her lunchbox. She ate some of the strawberries at lunch. After lunch, Mindy has 7 strawberries in her lunchbox. How many did she eat at lunch?
**Daily Routine – 1. Read learning objects together with students.**
2. Connect students’ background knowledge.
3. Linked previous lesson review

**I Do –** Ask students to make personal connection with using different measurement unit. “I want to measure the carpet to see how long our new one should be. Can someone measure the carpet with the centimeter/inch ruler?”
Let students explore to realize using appropriate standard measurement unit.

Introduce transfer unit with same length
ex) 100cm = 1m,  7m= 700cm  10m= 1000cm

We Do – Teacher will ask questions to convert measuring unit. Practice sufficiently.
Teacher will walk around to check students work and check answer together.

### Activities

You Do – 1. Students sit on their place with a board and market.
   
   2. When teacher wrote length with unit, students need to convert as soon as they read the questions and show their response.
   
   3. Last person will sit on the carpet, but they can still involve the activity.

### Assessments

1. Classroom Observation: Walk around and observe how the students are doing correctly.
2. Activity Sheet: Analyze students work through the activity sheet.

### Homework

Day 8 Homework

### Data Used

- Classroom Observation

### Socio-emotional or Behavior Concerns

- The classroom activity needs competition positively.
Day 8 Activity

Name (이름): ____________________

1. Circle cm (centimeter) or m (meter) to show which unit you would use to measure. (적당한 길이 단위를 선택하세요.)

   the length of each object.

   a. Length of a marker
   b. Length of a school bus
   c. Length of a laptop computer
   d. Length of a highlighter marker
   e. Length of a football field
   f. Length of a parking lot
   g. Length of a cell phone
   h. Length of a lamp
   i. Length of a supermarket
   j. Length of a playground

2. Fill in the blanks with cm or m.

   a. The length of a swimming pool is 25 ____________.
   b. The height of a house is 8 ____________.
   c. Karen is 6 ____________ shorter than her sister.
   d. Eric ran 65 ____________ down the street.
   e. The length of a pencil box is 3 ____________ longer than a pencil.
3. Circle in (inch) or feet (ft.) to show which unit you would use to measure. (적당한 길이 단위를 선택하세요.)

the length of each object.

a. Length of a marker in or ft
b. Length of a school bus in or ft
c. Length of a laptop computer in or ft
d. Length of a highlighter marker in or ft
e. Length of a football field in or ft
f. Length of a parking lot in or ft
g. Length of a cell phone in or ft
h. Length of a lamp in or ft
i. Length of a supermarket in or ft
j. Length of a playground in or ft

2. Fill in the blanks with in or ft.

a. The length of a swimming pool is 25 ____________.

b. The height of a house is 8 _________.

c. Karen is 6 _________ shorter than her sister.

d. Eric ran 65 _________ down the street.

e. The length of a pencil box is 3 _________ longer than a pencil.
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<tbody>
<tr>
<td>Subject: Mathematics</td>
<td>Topic: Measurement (길이계기)</td>
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</tbody>
</table>

### Content Objective:

I can understand measurement story problem through addition and subtraction.

(나는 더하기와 빼기 문제를 자를 이용하여 이해 할 수 있어요.)

### Language Objective:

I can solve measurement story problem through addition and subtraction.

(나는 더하기와 빼기를 자를 이용하여 이야기 문제를 풀 수 있어요.)

### Key Content Vocabulary:

- less (덜)
- more (더)
- altogether (모두)

### Key Language or Grammar Needed

### Describe the steps of the lesson

#### Warm up – Mental Math and Fluency

Pose number stories. Have children share their strategies. *Leveled exercises*

A: At the market, Maria bought 25 peaches. Her family ate 6 of the peaches that right. How many peaches are left?

B: Jaidy had 12 books sitting on his desk. He took 9 of the books back to the library. How many books are still on Jaidy’s desk?

C: Mindy has 43 strawberries in her lunchbox. She ate some of the strawberries at lunch. After lunch, Mindy has 6 strawberries in her lunchbox. How many did she eat at lunch?

#### Daily Routine – 1. Read learning objects together with students.

  - 2. Connect students’ background knowledge.
  - 3. Linked previous lesson review

#### I Do – Teacher models how to figure out the story problem. As teacher demonstrate each question, emphasize key words with body language repetitively.

#### We Do – Teacher and students will work together. Practice sufficiently.

#### Activities

**You Do – Day 9 Activity**

#### Assessments
1. Classroom Observation: Walk around and observe how the students are doing correctly.

2. Activity Sheet: Analyze students work through the activity sheet.

**Homework**

Day 9 Homework

**Data Used**

- Classroom Observation

**Socio-emotional or Behavior Concerns**
매두기 머리는 9cm 입니다. 나머지 메두기 몸통은 2cm 입니다. 모두 메두기의 몸 길이는 어떻게 되나요?

매이라니는 42cm 빵이 있습니다. 그리고 7cm를 먹었습니다. 얼마나의 빵이 남았을까요?

메두기는 53센티미터를 뛰었습니다. 사마귀는 9센티미터를 더 뛰었습니다. 사마귀는 얼마나 뛰었나요?
리퍼는 민병보다 9cm 덜 뛰었습니다. 리퍼는 62cm 뛰었습니다. 얼마나 민병은 뛰었을까요?

카파哂리본은 32센티미터입니다. 에따보마의 리본은 1 meter입니다. 얼마나 에따보마의 리본이 카파哂의 리본보다 길까요?

라포에뚜와 비욘은 선을 그렸습니다. 라포에뚜는 41cm입니다. 비욘은 라포에뚜보다 9cm 더 선이 길어요. 라포에뚜와 비욘의 선은 모두 몇 cm일까요?
Grade 2 Unit 2 Test: Measurement (길이재기)

이름: ____________

날짜: ______________

자: ____________

1. 자를 이용하여 cm를 그려 보세요.

   1) 10 cm

   2) 3 cm

2. 자를 이용하여 inch를 그려 보세요.

   1) 4 inch

   2) 7 inch

3. 1) 5 m = ___________ cm

4. 2) 10 m = ___________ cm

5. 1) 700 cm = ___________ m

6. 2) 900 cm = ___________ m
7. 지우개 길이는 어떤 단위로 재야 할까요?
O 그려보세요.
Centimeter    Meter

8. 침대의 길이는 어떤 단위로 재야 할까요?
O 그려보세요.
Centimeter    Meter

7. 선생님의 키 길이는 어떤 단위로 재야 할까요?
O 그려보세요.
Inch     Yard
1) 물건 두가지 중에서 긴 것은 어느 것이고, 몇 cm 입니까?
물건 이름: __________          ________cm

2) 물건 두가지 중에서 짧은 것은 어느 것이고, 몇 cm 입니까?
물건 이름: __________          ________cm

3) 어떤 물건이 얼마나 더 길어요?         Cm    길어요
요     짧아요

4) 어떤 물건이 얼마나 더 짧아요?     Cm    길어요
요     짧아요

9. 메뚜기 머리는 12cm 입니다. 나머지
메뚜기 몸통은 9cm 입니다. 모두 메뚜기
의 몸 길이는 어떻게 되나요?

10. 지나 선생님은 22cm 빵이 있습니다.
그리고 7cm를 먹었습니다. 얼마나 남았을까요?
11. 메뚜기는 49cm를 뛰었습니다. 사마귀는 7cm를 더 뛰었습니다. 사마귀는 얼마나 뛰었나요?

12. 지나 선생님은 티시파보다 9cm 덜 뛰었습니다.
티시파는 45cm 뛰었습니다. 얼마나 티시파는 뛰었을까요?

13. 하늘의 리본은 39 centimeter 입니다. 리무의 리본은 1 meter 입니다. 얼마나 리무의 리본이 하늘의 리본 보다 길까요?
14. 바이올렛과 파네이로는 선을 그렸습니다. 바이올렛의 선은 71cm 입니다. 파네이로 선은 바이올렛 보다 9cm 더 선이 길어요.

파네이로 선은 몇 cm 일까요?

15. 파네이로와 바이올렛의 선은 모두 몇 cm일까요?

* 정답을 검토 해 보십시오!
## Students Lesson Feedback Sticker Chart

<table>
<thead>
<tr>
<th>I enjoyed the lesson! 😊</th>
<th>It was so so. -_-)/</th>
<th>I did not understand. 😞</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Lead Teacher Walk Through Checklist

Teacher: _____________________   Gr.: ___
Subject: ______________ Time: _____________

General Noticing...

__________________________
__________________________
__________________________

SIOP Components: Circle all that apply.

1. **Lesson Preparation** (NA)
   a. Clear and current Content & Language Objectives (YES; Somewhat; NO; NA)
   b. Use of Graphic Organizers, concept maps, etc. Other: ____________ (YES; Somewhat; NO; NA)
   c. All teaching materials prepared (YES; Somewhat; NO; NA)

2. **Building Background** (NA)
   a. Vocabulary/Word wall/Glossary (YES; Somewhat; NO; NA)
   b. Vocabulary activities/games (YES; Somewhat; NO; NA)
   c. Relevant connections to self, other texts and world (YES; Somewhat; NO; NA)

3. **Comprehensible Input** (NA)
   a. Appropriate speech for students (YES; Somewhat; NO; NA)
   b. Clear explanation of academic task with samples and visuals: (YES; Somewhat; NO; NA)
   c. Scaffolding (YES; Somewhat; NO; NA)
   d. Questioning (YES; Somewhat; NO; NA)
   e. Wait Time (YES; Somewhat; NO; NA)

4. **Strategies** (NA)
   a. Think Aloud (YES; Somewhat; NO; NA)
   b. Preview/Predict (YES; Somewhat; NO; NA)
c. Summarizing (YES; Somewhat; NO; NA)
d. Prompting/Questioning/Elaborating (YES; Somewhat; NO; NA)
e. Other:


5. Interaction (NA)
   a. Encouraging more elaborate responses (YES; Somewhat; NO; NA)
   b. Fostering student interaction (YES; Somewhat; NO; NA)
   c. Group configurations - heterogeneous, homogeneous (YES; Somewhat; NO; NA)
   d. Cooperative learning – partner, small group (YES; Somewhat; NO; NA)

6. Practice & Application (NA)
   a. Hands-on/Manipulatives (YES; Somewhat; NO; NA)
   b. Application of Content and Language objectives/skills (YES; Somewhat; NO; NA)

7. Lesson Delivery (NA)
   a. Content & Language (YES; Somewhat; NO; NA)
   b. Appropriate pace of lesson (YES; Somewhat; NO; NA)
   c. Engaged students (YES; Somewhat; NO; NA)

8. Review & Assessment (NA)
   a. Review of vocabulary/content (YES; Somewhat; NO; NA)
   b. Informal assessment: on-the-spot and on-going opportunities to determine the extent of student learning: question and answer, on-going class discussion (YES; Somewhat; NO; NA)
   c. Authentic assessment: real life, writing, interview, models, drawings, observations, projects, group responses, etc. (YES; Somewhat; NO; NA)
   Other: _______________
**Classroom management:** (NA)

a. Rules/expectations posted (YES; Somewhat; NO; NA)
b. Redirection necessary? YES or NO  How many times? __________
c. Classroom/materials Neatly organized arranged: (YES; Somewhat; NO; NA)
d. Seamless transitions/General flow: (YES; Somewhat; NO; NA)
e. Clear bathroom/water break procedure (YES; Somewhat; NO; NA)
f. Classroom Discipline Procedure: (YES; Somewhat; NO; NA)

**Wonderings…**
Teacher Observation Rubric

Pre-Observation Questions – Please complete written answers to these questions before the Pre-Observation Conference with your observer.

1. What are your objectives for this lesson?
2. What formative assessments will be you using for this lesson? How will you know if the students are understanding the lesson?
3. What interventions will you use for students who are not understanding the lesson? Additionally, what accelerations have you built into the lesson for students who understand the lesson and move quickly through the content?
4. What data are you using to plan the lesson?
5. Do you have any behavior or social and emotional factors that you are considering in the lesson?

Note: Observers, please write your comments under the box where applicable and italicize them.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1. Teacher demonstrates effective procedural and classroom management to maximize learning.</td>
<td>Procedural management strategies are missing or inadequate, instructional time is wasted with inefficient procedures.</td>
<td>Strategies for managing procedures are present but don’t always work smoothly.</td>
<td>Strategies for managing procedures are highly effective and class runs extremely smoothly.</td>
</tr>
</tbody>
</table>

**Performance Indicators or Examples:**
- Students have seating charts or effective groupings-grouping could be based on ability, skills, random or social/emotional factors depending on the objectives
- All procedures such as sharpening pencils, bathroom breaks, are well controlled, clear and conducive to learning
- Responsive Classroom strategies are used

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<tr>
<td>2. Class starts on time and follows effective activity pacing.</td>
<td>Class starts late and the pacing of the activities in ineffective throughout the lesson.</td>
<td>Class starts on time or nearly on time and the pacing of the activities is adequate.</td>
<td>Class starts on time and the pacing of the activities is very efficient.</td>
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</tbody>
</table>

**Performance Indicators or Examples:**
- Students are working as soon as they enter the class
- The pacing encourages active, engaged learning and the teacher demonstrates sense of urgency for the content area
- Various types of activities are used that encompass the four language areas of listening, reading, writing and reading

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<td>3. Teacher redirects with respect, without anger and without escalating the situation. Teacher encourages social and emotional skills using CARES values.</td>
<td>Teacher is disrespectful to students and invites confrontations that pollute the classroom atmosphere.</td>
<td>Teacher is reasonably respectful towards students and encourages some student self-control and CARES values.</td>
<td>Teacher is respectful and courteous while maintaining an effective classroom environment. Very little redirection is necessary.</td>
</tr>
</tbody>
</table>

**Performance Indicators or Examples:**
- Teacher does not confront or challenge students in front of other but uses firm and direct redirection
- Teacher uses a respectful tone and language when redirecting
- Teacher encourages self-reflection and self-direction skills by asking students to make appropriate academic choices while at school

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<td>5. Teacher maintains a neat, safe and orderly classroom.</td>
<td>There is debris and trash littered around the room, evidence of graffitied or defaced school materials and other disorder.</td>
<td>The classroom is reasonably neat but there are occasionally messes or materials that haven’t been put away properly.</td>
<td>The classroom is an exceptionally clean, neat and orderly at all times.</td>
</tr>
</tbody>
</table>

**Performance Indicators or Examples:**
- Poster and student work posted is relevant and educational or inspirational
- Student work has clear objectives posted with or posted collectively for a group of projects/assignments
- Classroom rules or expectations are posted
- Classroom materials are well taken care of by the teacher and students
- Students know where to access resources such as dictionaries, pencils, classroom computers, etc.

### Curriculum and Instruction Domain

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<tbody>
<tr>
<td>1. Teacher teaches the state standards using backwards design or scaffolding as necessary.</td>
<td>There is little or no evidence that the teacher is using backwards design or scaffolding.</td>
<td>There is evidence that the teacher is using backward design and is at least attempting to scaffold their lesson.</td>
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<td>The teacher has a comprehensive backwards-designed unit plan and has added appropriate scaffolding.</td>
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</table>

**Performance Indicators or Examples:**
- The lesson refers to previously taught concepts that students understand
- The state standard the lesson is based on is clearly posted even if the lesson is still focused on building block skills or scaffolding

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<td>2. Teacher teaches MCA Test Standards that are directly applicable to skills needed on the MCAs.</td>
<td>There is little or no evidence that MCA Test standards are being addressed in the lesson.</td>
<td>Teacher appears to be teaching to MCA Test standards but does not have a comprehensive plan detailing how and when standards are incorporated into the lesson.</td>
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<td>MCA test standards and applicable skills are taught as part of a comprehensive plan for getting students test ready.</td>
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**Performance Indicators or Examples:**
- Teacher uses words for the MCA Reading assessment such as ‘inference, compare, contrast, use context clues and define’ during the lesson
- Teacher uses words for the MCA Math assessment such as estimation, probability, operations, etc.

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<td>3. Teacher evaluates students continuously and provides opportunities for feedback and remediation.</td>
<td>Students are not being continuously assessed and there are few opportunities for feedback or remediation.</td>
<td>Students are evaluated but there needs to be more opportunities for feedback and remediation.</td>
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<td></td>
<td></td>
<td>Teacher has evaluation strategies built into their teaching plan that allow for feedback and remediation.</td>
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**Performance Indicators or Examples:**
- Evidence of use of frequent formative assessments during the lesson such as quick quizzes, Thumbs Up, ‘Think, Pair, Share’, Exit tickets, etc.
- Teacher provides instant remediation when the students are not understanding a concept
- Teacher provides tools to help students remediate when necessary

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<td>4. Teacher demonstrates passion and excitement for the content and infuses joy into their teaching. Additionally, teacher demonstrates deep content knowledge and expertise that is culturally appropriate for the students.</td>
<td>Teacher seems unhappy during the lesson and their joylessness is affecting student engagement.</td>
<td>Teacher demonstrates sufficient enthusiasm for their subject.</td>
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<td>Teacher demonstrates contagious passion for their subject that resonates with students.</td>
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**Performance Indicators or Examples:**
- Students are visibly engaged and curious about the content
- Activities promote fun and joy in learning
- Teachers make personal connections to the content and encourages the student to make personal connections to the content
- The teacher purposely relates the content to high interest and culturally relevant topics to the students

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<td>5. Teacher utilizes every minute of class time.</td>
<td>Individual students and at times the full class was not engaged or task during the lesson.</td>
<td>Class time is reasonably used, from the start of the class to the end.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Every minute of class time students are engaged in learning.</td>
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</table>

**Performance Indicators or Examples:**
- Teacher has a clear agenda this is closely followed although there is room for in-lesson adjustments based on formative or instant assessments
- Students begin working as soon as they enter the room

### EL or Language Immersion Teaching St

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<td>Categories Domain</td>
<td>Performance Indicators or Examples</td>
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<tr>
<td>1. Teacher clearly posts, clearly presents appropriate, integrated language and content objectives for the current lesson. Objectives are tracked with sustained importance, and remain visible throughout the lesson. Teacher reviews objectives at the beginning of the lesson and checks for comprehension. Teacher reviews objectives in student-friendly language at the beginning of the lesson and at least once during the lesson.</td>
<td>-Posted content and language objectives that remain visible throughout the lesson&lt;br&gt;-Posted topic of the current lesson&lt;br&gt;-Routine procedures of presentation&lt;br&gt;-Explicit pronunciation and phonetic practice&lt;br&gt;-Comprehension is checked repeatedly during the lesson and summative review is given or the date of the review is posted.</td>
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<tr>
<td>2. Teacher presents, phonetically practices, builds background of and frequently points to 10-15 key academic vocabulary identified and labeled for the current unit. No visible key vocabulary is posted for the current unit. Vocabulary is posted where students can see it and the teacher refers to words from the list during the lesson. Vocabulary is posted where students can see it. The teacher explicitly teaches some aspect of the vocabulary that may include pronunciation, alternate meanings, use in context and idiomatic usage.</td>
<td>-Posted key vocabulary from current unit,&lt;br&gt;-Evidence of demonstrating meaning and concept development for these words using appropriate strategies that students will relate to&lt;br&gt;-Use of pictures, objects, gestures, pronunciation, practice, integration in activities.&lt;br&gt;-Emphasis on materials and terms that students would be able to understand or relate to, in addition to dictionary definitions.</td>
<td></td>
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<tr>
<td>3. Teacher presents or utilizes content that is academically challenging and appears to be accessible for the students (I+1). Material is of high social and cultural interest to Korean immersion students. The students do not appear to understand the content. There is no evidence of sheltering content to provide high interest material and understanding. The material is sheltered and appears to be accessible for most students. The material is accessible to all students or the teacher helps all students make meaning.</td>
<td>-Teacher purposely shows examples from cultures represented in the classroom or global cultures&lt;br&gt;-Students show high levels of understanding by the responses and work they are producing.</td>
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<tr>
<td>4. Teacher intentionally creates, implements, and assesses structured learning activities that allow students to work cooperatively and engage in oral interaction directly related to the content, language, and vocabulary objectives. Little or no cooperative work or oral practice opportunities. The oral opportunities for discussion do not directly relate to the lesson. Students are given chances to work cooperatively and use oral language skills to practice the content. Students are given numerous chances to internalize the content through oral practice. Cooperative learning is well-structured so students focus on the objectives.</td>
<td>-Distinctly purposeful grouping configurations (homogenous or mixed level), carefully planned and implemented, which require and enable cooperative work and oral interaction, clearly linked to objectives.&lt;br&gt;-Specifically differentiated, structured oral interaction activities, eg. teacher or student-created dialogs, using word bank or sentence strips, sentence stems or frames, Academic Conversations, Socratic dialog.&lt;br&gt;-Teacher uses corresponding rubric to assess.</td>
<td>-Interactions are always directly related to content and require students to employ key vocabulary, the structure targeted in the language objective, and the material targeted in the content objective.</td>
</tr>
<tr>
<td>5. Teacher makes extensive use of multi-modal teaching strategies that directly support objectives. Teacher primarily utilizes one mode of teaching. Teachers use two or three modes of teaching during the lesson. Most of the lesson is teacher directed. Teachers use three or more modes of teaching in one lesson or students are working on activities that require multimodal thinking and learning. Large segments of the lesson are student direct</td>
<td>-Teacher uses corresponding rubric to assess.</td>
<td></td>
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</tbody>
</table>
Performance Indicators or Examples:
- Observed, extensive use of pictures, models, charts, posters, realia, gestures, role-play, a variety of written and oral presentation and practice techniques that are deliberately employed to build background and conceptual understanding of content and language objectives of the current lesson (not just environmental visuals)

Post Observation Self-Analysis and Reflection

What worked well in the lesson?

Did you have any students who you assessed as not understanding the lesson? How did you respond?

How will you provide additional support and follow-up to this lesson?

How can you provide acceleration and interventions for students with this content?

What areas of the rubric are you going to focus on for improvement?

Date of Observation: ___________________

Teacher Signature: _____________________

Observer Signature: ___________________
Bibliography

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