

EPSY 326 Change, Collaboration and Consultation to Support Inclusive Education

Final Assignment

Choice #1

Co-Teaching Lesson Plan

Name(s) in EPSY 326 : Aizel Mogro and Jinky Jane Mina

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| <p>Co-Teacher 1 (name) Aizel Mogro</p> | <p>Co-Teacher 2 (name) Jinky Jane Mina</p> |
| <p align="center">Pre-Instructional Organizational Decisions</p> <p>Circle the Co-teaching model(s) used: a. One Teach/One Observe b. One Teach/One Assist c. Parallel Teaching d. Station Teaching e. Alternative Teaching (one teacher for a large group, another teacher with a smaller group and a different lesson) f. Teaming (both teachers plan and deliver lesson together, but perhaps different techniques)</p> | |
| <p>Rational for kind of Co-Teaching Model used: One Teach/ One Assist, Station Teaching</p> <p>In the opening, One Teach/ One Assist Co-Teaching Model was chosen because in a classroom where there are younger learners like kindergarten, there is more classroom management needed to maximize learning in the classroom. The other teacher assisting can better see the students that need assistance or students that need reminder to focus while the other teacher is delivering the lesson. This is also an opportunity for the learning stations as the teacher who is assisting can easily recognize students who need modifications, and decide the groupings based on the student's responses. Station teaching was chosen to better assist students in a smaller group and guide the students that require assistance. This is also a way to give the gifted students a chance to work independently on each station.</p> <p>For safety considerations, let students know that all questions are valid and they are all welcome to ask and share in the discussion. When going to the stations both teachers will remind the students that there should keep their hands to themselves, try to walk quietly, and to mind their own bubbles and space.</p> | |
| <p>Whole Group Instruction Room Arrangement - One Teach/One Assist Grouping- Whole class</p> | <p align="center">Co-Teacher 1</p> <p>Co- Teacher 1 will be in front of the whole class, in the anticipatory set. Once the anticipatory set is over, the teacher will ask the students to be on the carpet just like in circle time. The</p> |
| <p align="center">Co-Teacher 2</p> <p>Co- teacher 2 will be assisting the teacher with pulling the images, then walks around the classroom to assist the students and make sure</p> | |

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| <p>Teacher location - Teacher 1 while be on the carpet with the students while the other one is walking around the classroom assisting the students and the other teacher</p> | <p>students who are more comfortable to sit on their chairs will be given accommodations.</p> | <p>the learning is being maximized. (in-charged in classroom management)</p> |
| <p>Small Group Instruction Room Arrangement-Station Teaching Grouping- The class is divided into three groups Teacher location- The teachers are in two stations</p> | <p>Co-Teacher 1 will be in learning station 2. This teacher will assist and teach the students on how to create and extend patterns using manipulatives. Lion Group will go first, then Frog and lastly the Tiger Group. The station teaching will be done when all groups have done rotating in each station.</p> | <p>Co-Teacher 2 will be in Learning station 1 assisting and teaching students on creating and extending patterns using stamps. Frog group will go first, then Lion and lastly the Tiger Group. The station teaching will be done when all the groups have rotated in each station.</p> |

**Materials needed. Who will gather and/or copy materials?
What specific supports, aids or services do selected students need?
Adaptations and/or Modifications for select students?**

Both teachers will have assigned tasks on gathering materials and copying the resources needed for the instructions and assessment. For students that have complex needs or students in Tier 3 will be guided by teacher 1. For students who need assistance in Tier 2, Teacher 2 will teach and assist them in station 1. If students are too anxious to work in groups or in pairs, the teacher can help set up a different table for them. For students who need access for mobilization, each station will be set to be accessible for everyone. Images will be big enough to suit the age of the learners. Some images and materials that will be used are for diversity and cross-curricular. (e.g India’s rangoli , Indigenous beadings).

| Co-Teacher #1 | Co-Teacher #2 |
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| <ul style="list-style-type: none"> ● Collects and uses building blocks to create non repeating patterns. ● Prints worksheets that will be used for learning station 3 for Tier 1 students. ● Gathers and gets the paint and stamps ready for learning station 2 for Tier 3 students. ● Make the wampum belt for independent work (you do). | <ul style="list-style-type: none"> ● Prepares the images to be shown in the smartboard. ● Shows images of animal’s skin, Indigenous beadings and India’s rangoli. ● Provides and announces the groupings of the students. ● Prepares materials needed for learning station 1 for Tier 2 students. ● The teacher will check MathUP if there are activities that can be used if there is still remaining time for instructions. |

What does each co-teacher do before, during and after the lesson?

Both teachers will have their own designated task before, during and after the lesson.

| | Co-Teacher 1 | Co-Teacher 2 |
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| What are the specific tasks that I do <i>before</i> the lesson? | Co-teacher 1 will be in-charge of the following before the lesson: 1. Gathering manipulatives to set up the second learning station. 2. Preparing the worksheets and setting the table for learning station 3 and lastly gathering paints and stamps then preparing the table for learning station 1. | Co-teacher 2 will be in-charge of the on preparing the hook images like the skin animals, rangoli and beading. She will also prepare materials for students that need accommodations and differentiated instructions. |
| What are the specific tasks that I do <i>during</i> the lesson? | <p>Co-teacher 1, will start the lesson in the anticipatory set. Ask the student what they already know about the pattern, what they wanted to know about patterns.</p> <p>Then, Co-teacher 1 will move to the carpet with the students, by using blocks/ shapes/ objects she will guide the students to identify and distinguish repeating patterns and non repeating patterns.</p> <p>After that, the teacher will introduce to the students that they will be working on stations. (Station Teaching)</p> <p>Co-teacher 1 is at learning station 2, with the Lion group first working on manipulatives to create and extend repeating patterns. Then the Frog group will follow and lastly the Tiger.</p> <p>Co-teacher 1 will also assist learning station 3 if the students have questions or will need assistance during the lesson.</p> | <p>During the anticipatory set, co- teacher 2 will be the one who will assist co-teacher 1. She will help pull the images that co- teacher 1 will use in the hook questions.</p> <p>Co-teacher 2 will also be walking around the classroom responsible for making sure that the students are paying attention and making sure that all the necessary materials that co-teacher 1 needs in the anticipatory were accessible for her.</p> <p>Once the opening is over, she will be responsible for telling the students of the expectations while working on each station.</p> <p>Co-teacher 2 will be also in-charge for dividing students into groups to work at each station and then guiding them to their station.</p> <p>Co-teacher 2 will be assisting learning 1, doing the stamps and paints to create, extend repeating patterns. Frog group will go first then, Lion and lastly Tiger.</p> |

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| | | Co-teacher 2 will also assist learning station 3 if the students have questions or need assistance during the lesson. |
| What are the specific tasks that I do <i>after</i> the lesson? | Co-teacher 1 will do the student -self assessment including the exit slips, small group or station learning assessment as well as the reflections on the whole class process. Discussions on the changes and next steps to follow. Discussion on students that need more assistance. | Co-teacher 2 will do the small group and whole class assessment as well as reflection on the whole class process. Discussion on the changes and next steps to follow. Discussion on students that need more assistance. Discussion on how to further assist gifted students. |

Lesson Purpose/Title: Repeating Patterns(two or three elements)

Objectives: Demonstrate an understanding of repeating patterns (two or three elements) by:

- identifying
- reproducing
- extending
- creating

Connection to Sask Curriculum: (Grade, Subject, Outcomes and Indicators)

- Kindergarten
- Mathematics

PK.1 Indicators

- (a) Distinguish between repeating patterns and non-repeating sequences by identifying the part that repeats.
- (b) Copy a repeating pattern (e.g., action, sound, color, size, shape, or orientation) and describe the pattern.
- (c) Extend repeating patterns by two more repetitions.
- (d) Create a repeating pattern, using manipulatives, musical instruments, or actions and describe the pattern.

Cross- Curricular Indicators (These indicators will be taught in sequel lessons)

Treaty Education (e) Explore the ways and symbols used to express the making and keeping of a promise (e.g., a handshake).

Arts Education CPK.4 (a) Identify different lines, colors, textures, shapes, forms, and patterns in surroundings and art works, and apply this understanding in your own work.

ELA CRK.2 (f) Compare similarities and differences such as color, type of visual, and object placement between various texts such as pictures, photographs, and 3-D models.

Opening, Launch, Anticipatory Set or Hook (whole class) (I do...)

One teach/one assist

In the opening, one teach/one assist model approach will be used. Teacher 2 will be pulling images on the projector as part of the anticipatory set. Teacher 1 will be asking hook questions about what the student knows about patterns. Teacher 2, will make sure students that need accommodations like the ones that cannot see the picture clearly or have questions will be attended.

Co-Teacher 1

Co-Teacher 2

- Say: Class, I need everyone to turn to the smartboard and put on your thinking cap and open up your listening ears. Now, what can you see on the screen?
- That's right !Those are animal skins. Do you have an idea to which animal those skins belong to?
- Is there anything special that you can see on the animal skins?
- Absolutely, they are colorful, and they have unique patterns.



- Assists in pulling images on the smartboard, ensuring that everyone sees the images clearly.
- Circulates around the classroom and making sure that the students are paying attention and assisting other students who need accommodations.
- Provides differently phrased questions for students to easily understand.

Lesson Development: Modeling and/or Shared Instruction Questions and/or prompts (We do...)

Team teaching/ Station Teaching

In the lesson development, teacher 1 will show another prompt (India's rangoli to show diversity; this will depend on the classroom diversity) to activate prior knowledge. See how the students will react/ share what they know and observe about the object shown. Then, the teacher will ask the students to circle around the carpet using blocks or other manipulatives, and guide the students to identify repeating and non repeating patterns. After that, Co-teavher 2 will divide students into groups to work on each station to further master the concept of the lesson. There will be three stations for each class tier. Lion Group (Tier 3) will be in station 2 (Creating Patterns Using Manipulatives), Teacher 1 will be teaching and assisting this group . Teacher 2 will be teaching and assisting students in Frog Group in station 1 (Creating and Extending Patterns Using Stamps). Students in Tiger Group (Tier 1) including gifted students will be working independently on station 3 where they do body movements either working in pairs or alone, then when done they will be working on a worksheet. (Worksheets to identify non repeating patterns and fixing the errors).

Lesson development

1. Co-Teacher 1 introduces the lesson, and leads the discussion.

Say: Does anybody here know what this image is? (Rangoli) If there are students that celebrate (Diwali) It can be adjusted too depending on the diversity in the classroom.



Say: Rangoli is an art form used by people in India. It is a type of decoration drawn on the ground or sidewalk in front of a house.

Ask: What can you observe about the rangoli?

Absolutely, it has patterns of different colors.

Say: Patterns are all around us. It is a design that follows a plan

2. Co-teacher 1 will tell the students that they are going to work on each learning station together with their group.

Say : Ms. Mina will discuss the expectations while working in each learning station.



1. Pull out the image of rangoli on the smart board. Ensures that every one sees the image.
2. Reminds students to keep hands to themselves while listening to the discussion.
3. Reread questions to students to ensure understanding. She will circulate around the classroom assisting students and providing positive reinforcement and corrective feedback.
4. Engage with any students that are having difficulty, repeat instructions, and rephrase questions during the large group discussion.
5. Discusses the expectations when working on each learning stations:
Say: What are the things that we need to remember when working on the stations?
6. For Frog Group (Tier 2), Teacher 2 will show some pictures with samples of patterns. She will ask what comes next. Then using stamps, on the white paper provided, the students will create their own patterns and they will explain the patterns that they made.



Collecting exit slips and worksheets for assessment and reflections.

Independent or Group Work (You do...)

What responses demonstrate understanding of this lesson (assessment / evidence)

Students will remain in their respective groups for the assessment. Tiger and Lion Group will be working with Co-Teacher 2 while Frog Group will be working with co-teacher 1. Both teachers will use the prompt below:

Look at this wampum belt! Wampum belts and strings of wampum were developed by First Nations to assist community members and Nations in recalling and recording events.



Can you identify the pattern in the wampum belt?

Correct! The beads are arranged in white,white, white, purple,purple, white, white, white, purple, purple, and so on.

Say: You are going to stay in your group in this activity and each will be given a wampum belt but it is empty and does not have anything in it yet. Your job is to color your own wampum belt and then make your own repeating patterns.

Once the students in Tiger Group finish their work, Co-teacher 1 will provide them with exit slips or extra worksheets to work on while on their tables.

| <p>Co-Teacher 1</p> <p>Expected Student Outcomes for Independent or Group Work- (Specify which students have different outcomes and what they are)</p> | <p>Assigned Groups w/Selected Student(s)</p> | <p>Co-Teacher 2</p> <p>Expected Student Outcomes for Independent or Group Work- (Specify which students have different outcomes and what they are)</p> | <p>Assigned Groups w/Selected Student(s)</p> |
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| <ol style="list-style-type: none"> 1. Students in Frog Group are expected to color their own wampum with the pattern they like without requiring assistance. 2. Students that would like to work alone or in pairs will be given accommodations. 3. Students that want to work on the carpet or any part of the room will be | <p>Frog Group (Tier 2)</p> | <ol style="list-style-type: none"> 1. Students in the Lion group might have different outcomes as they are the ones that need assistance. 2. The teacher or the students that can help will be asked to help the students that struggle in this activity. 3. Students that would like to work alone or in pairs will be given accommodations. | <p>Tiger Group (Tier 1) Lion Group (Tier 3)</p> |

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| <p>given the chance to choose.</p> <p>4. Students might be given exit slips or extra worksheets when they finish earlier than the others.</p> | | <p>Students that want to work on the carpet or any part of the room will be given the chance to choose.</p> <p>4. Students in Tiger group or gifted ones that will finish early will be given exit slips or extra worksheets by co-teacher 1 to work on with.</p> | |
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Share and Closure

When all students are done with their wampum belt, we will gather on the carpet. Then, Teacher 1 will group the students into pairs. With their partner, students will share their wampum belt and explain the pattern that they made. Both teachers will circulate to ensure that all students are doing the sharing. After sharing, the teacher will staple the wampum belts so that the students can wear it. They will respect the students who chose not to wear their wampum belts. Exit slips and worksheets for the gifted students who wished to do extra work will be collected and assessed.

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| Reflections on Assessment | Student self-assessment by: Exit slips will be assessed by Co-Teacher 1 | Small group assessment, by: Small group/ station group work will be assessed by both teachers | Whole class assessment, by: Whole class assessment will be done by co-teacher 2. |
| Reflections on Process | Student self-processing by: This will be done by both teachers. | Small group processing, by: Reflection on the group/ learning station will be done by both teachers. | Whole class processing, by: Reflections on whole class processing will be done by both teachers. |

Changes and Next Steps

Schedule debriefing or reviewing assessments and outcomes of lesson for future instruction-

Both teachers need to look further into the exit slips and the worksheet that was given to the students to assess what the students learned and which areas the students struggled. As part of our reflection we will consider looking at the aspects of the lesson that were implemented differently than what we have planned, ask ourselves why did that happen and if that is successful based on the output of the students then, we will definitely use the same strategy. If it is the other way around then, I will consider revisiting the plan and make adjustments to better modify it so that the next time we use it, it will be more effective for all of us. Our professional development goal is to work more collaboratively. Use more of the other co-teaching approaches to apply varied instructional strategies to cater inclusion in a diverse classroom.

