

## 7 Assignment - Post Interview 208B

Post Interview – Due April 27<sup>th</sup>

4 points 1-1.5 pgs.

**Conduct a post interview with your subject.**

1. Review the **VAK & MI test results**, and initial information collected in January and use it to advise your subject.
2. Apply your new knowledge to their **learning behaviors**.
3. Advise them for the following learning conditions: (1 point)
  - a. Always ask the instructor to provide you with     (VAK)     input.
  - b. Know your MI strengths & weaknesses.
    - i. Discuss how this will show up in class.
    - ii. Identify how they **can use these skills to enhance performance**.
    - iii. Identify how to **compensate for weaker skills**.
4. In what situation is performance a challenge?
  - a. Which **2 graphic organizers could be utilized**. Show them how.
5. Together identify one factor to discuss under each of the 3 UDL categories (See chart)  
[http://udloncampus.cast.org/page/udl\\_about](http://udloncampus.cast.org/page/udl_about)
  - a. Engagement = (List title & how the intervention can be applied.)
  - b. Representation =
  - c. Action & Expression =
6. Briefly reflect on the conclusion of both parties.

*Example for #5:*

**Representation** = Language & Symbols – Clarify syntax and structure

*When confused- Redesign instructions to include the basic concepts, which will make instructions easier to understand and follow. Show a model of the final product.*

Rubric:

Appropriate content for each answer.

#3 = 1 point, ½ point each

#4 = ½ point

# 5= 1.5 points, ½ point each

1pt. = All answers are accurate, coordinated and consistence with each other

A total of 4 points

**208B: #5 Assignment-Example**  
Apply Bloom's theoretical terms.

8 points

2-3 pages

## 1. Show Bloom's 6 components (Organizing a lesson for the TPA)

Using your original lesson plan or any other that you wish to enhance, identify or add content to show Bloom's 6 components that build a rich lesson.

- Use colored font to identify where a lesson covers each of the following 6 components, label them and accurately match the activity to the objective of the lesson.
  - Knowledge
  - Comprehension
    - Stages 1-3
  - Application
  - Analysis
    - Stages 4+
  - Synthesis
  - Evaluation
- Use Bloom's Action Verb list to help with developing the activity.
- See example lesson

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**Example of a learning experience: Reading, listening, researching, writing, charting, calculating, speaking, evaluating, discovering, utilizing multiple disciplines.**

## Lesson Plan-Revolutionary War.

8<sup>th</sup>/ 10<sup>th</sup> Grade

Battle conditions

### Knowledge

#### Read to class & discuss:

At first, the Continental Army was poorly trained and did not have a standard way to drill, discipline or maneuver. This put them at a huge disadvantage when facing the well supplied, well trained British army. That all changed when in February 1778, Baron von Steuben, a Prussian military officer, offered to help General George Washington train and discipline the Continental Army. Because of von Steuben's work with the Continental Army, the soldiers greatly improved as a professional fighting force and they became more successful in battle.

by Archibald Andrews Marks

**Background information:** [https://www.historyisfun.org/pdf/life-of-a-private/What%20challenges%20did%20the%20Continental%20Army%20face%20essay.pdf?\\_ga=2.177969703.363352458.1615918504-1690767.1615918504](https://www.historyisfun.org/pdf/life-of-a-private/What%20challenges%20did%20the%20Continental%20Army%20face%20essay.pdf?_ga=2.177969703.363352458.1615918504-1690767.1615918504)  
<https://www.historyisfun.org/learn/learning-center/colonial-america-american-revolution-learning-resources/american-revolution-lesson-plans-activities/life-of-a-private-lesson-plan/>

### Comprehension

Discuss how soldiers struggled: living and fighting conditions

Life of A Private

[https://www.historyisfun.org/pdf/life-of-a-private/Lifeofaprivate.pdf?\\_ga=2.84523547.363352458.1615918504-1690767.1615918504](https://www.historyisfun.org/pdf/life-of-a-private/Lifeofaprivate.pdf?_ga=2.84523547.363352458.1615918504-1690767.1615918504)

Application

## How did fighting occur between the British and the colonists?

**Did the Americans hide behind trees?** A lot of modern movies show the American soldiers using different tactics than described above. They would hide behind trees and walls, picking off British soldiers who stood out in the open. However, this only happened in a few battles early on in the war. Most battles were fought with both sides lining up in long lines using the "linear tactics" described above.

Add Stage 2:

Directions:  $\frac{1}{2}$  of Students line up on opposite side of classroom in two rows, facing the other half. (As far apart as possible.)

First rows bend to one knee position. Upon orders: One group fire toward other half and every 8<sup>th</sup> soldier pretends to be injured or dead. Then they must reload for next 15-20 seconds. Those still standing wait for orders to fire again as the other  $\frac{1}{2}$  of students are alternately shooting at them. Repeat sequence several times.

Add Stage 1: Discussion and reflection

*"How did it feel to be waiting for the orders to fire, as you faced the enemy?"*

*"What do you think your chances were to be injured or killed while you were fighting?"*

*"How would you want to change the formation and tactics?"*

Read more at:

[https://www.ducksters.com/history/american\\_revolution/weapons\\_and\\_battle\\_tactics.php](https://www.ducksters.com/history/american_revolution/weapons_and_battle_tactics.php)

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Analysis

Rifles were also used during the Revolutionary War. Rifles were more accurate than muskets, but took a lot longer time to load. Cavalry (soldiers on horseback) used pistols and sabers to fight with as they were easier to use while riding a horse. Soldiers often carried knives or small hatchets, but these were rarely used in major battles.

Add Stage 3: Review details in pictures and develop factual info to depictions.



[456 × 226](#)

Add Stage 3 – Mind map

Each group compare & contrast what and how you would change fighting conditions, and explain why in a brief paragraph attached to double bubble map. *“Include the degree of threat and feeling of being vulnerable?”*

Analysis:

Answer the questions:

1. What made the difference between this method of fighting and the way we would fight today? (Number of soldiers gave the advantage.) Explain and demonstrate why this gave higher numbers an advantage.
2. How did training, weapons and supplies make a difference?

Stage 3:

**Video of battles and timelines**

<https://www.youtube.com/watch?v=NdRuU5ON-LU>

Continue to include resources for each battle.

#### Application – Analysis – Stage 4

Group work to organize info on the assigned battle and report to the class.

See instructions for report.

Use chart paper and 2 pages of written notes.

#### Synthesis:

**2<sup>nd</sup> Group report: choose one question and follow instructions.**

How did the weapons make fighting difficult?

How did the colonists gain advantages during and after the battles?

How did supplies and their availability impact both sides?

How did the advantages and disadvantages impact both sides?

How did training and skill level impact consequences?

Add analysis: Include a mind map to demonstrate facts.

#### Evaluation:

Class discussion and charting of factors

What would you do differently if you were a British general?

How would you better prepare if you were George Washington?

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## Elementary Math

1.5 too 2.5 pages

8 points

**New York State Common Core Math Kindergarten, module 1, lesson 12**

[Worksheets for Kindergarten, module 1, lesson 12](#)

Objective: Worksheets, solutions, and videos to help Kindergarten students learn how to understand the meaning of zero and write the numeral 0.

Topic D: The Concept of Zero and Working with Numbers 0 to 5

#### Knowledge – Stage 1

Who has a sweater on today?

Who does not?

Does that mean we have ZERO sweaters being worn today in class?

## Comprehension –Stage 2

We have 4 plates on the table.

- One plate has a few crackers on it
- One plate has many crackers on it
- One plate has several crackers on it.
- One plate has zero crackers on it.
- Which plate do you want?
- Which plate do you not want?









## Stage 3 – Comprehension

### Lesson 12 Concept Development and Problem Set

Name \_\_\_\_\_ Date \_\_\_\_\_

### Learning the Concept of Zero

Directions: How many apples are on each tree? Write the number in the box.  
Circle the trees that have 0 apples.

 <input data-bbox="511 1087 568 1144" type="text"/>	 <input data-bbox="609 1087 665 1144" type="text"/>
 <input data-bbox="256 1270 313 1327" type="text"/>	 <input data-bbox="868 1270 925 1327" type="text"/>
 <input data-bbox="511 1459 568 1516" type="text"/>	 <input data-bbox="609 1459 665 1516" type="text"/>
 <input data-bbox="256 1648 313 1705" type="text"/>	 <input data-bbox="868 1648 925 1705" type="text"/>

Stage 4 uses number symbols

## Application

Circle the number that tells how many.

Count the apples in each tree. Circle the number.

How many elephants are in the room? \_\_\_\_\_

## Stage 1

How many eyes (noses, fingers, or feet) do you have?

How many tails do you have?

## Stage 2

Use this frame to tell about more things we have none of. We have zero \_\_\_\_\_ in our classroom.

Have fun with this. Get them to talk to a partner after generating some ideas (elephants, zebras, spaceships, or bank robbers.)

## Stage 4

What is the math word for none? Let's say our rhyme one more time! (Repeat rhyme and trace the numeral zero together in the air.)

## Stage 4 – Lesson 12

Video. [www.onlinemathlearning.com](http://www.onlinemathlearning.com) > zero

## Stage 4 – very abstract

### The Zero Rhyme

Curve from the top; be a hero!

Close the loop and make a zero.

## Lesson 12 Homework

### Stage 4 – Analysis

How many? Draw a line between each picture and its number.

~~Write the numbers in the blanks.~~

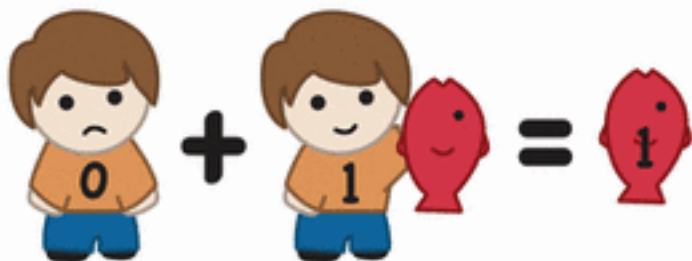
~~\_\_\_\_, 1, 2, 3~~

~~0, \_\_\_\_\_, 2, 3.~~



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One, two, three, four, five  
Once I caught a fish alive.



Six, seven, eight, nine, ten,  
Then I let it go again.

