| | Class Average | Carmen Walker | Chrissy Bunnel | Damian Lewis | David Jones | Eva Pierson | Maddie Tango | Nick Vazquez | Sean Dillon |
|---|---|---|---|---|---|---|---|---|---|
| **Language, Literacy, and Communication** | | | | | | | | | |
| L. Speaking | 3.60 | 4 | 3 | ○ | 3 | ○ | 5 | ○ | 3 |
| M. Listening and comprehension | 3.80 | + | 3 | ○ | 3 | ○ | 5 | 5 | 3 |
| N. Phonological awareness | 3.80 | 5 | ○ | 4 | ○ | ○ | 4 | 4 | 2 |
| O. Alphabetic knowledge | 3.50 | ○ | 3 | ○ | ○ | ○ | ○ | 4 | ○ |
| P. Reading | 3.40 | 5 | 2 | 3 | ○ | 3 | 4 | ○ | + |
| Q. Book enjoyment and knowledge | 4.50 | 5 | ○ | ○ | ○ | ○ | 5 | 5 | 3 |
| R. Writing | 3.20 | 4 | 2 | ○ | ○ | 2 | 4 | 4 | ○ |
| **Mathematics** | | | | | | | | | |
| S. Number and counting | 3.14 | 5 | 2 | ○ | 3 | 2 | 5 | 3 | 2 |
| T. Geometry: Shapes and spatial awareness | 3.66 | 5 | 3 | 3 | ○ | 3 | + | 5 | 3 |
| U. Measurement | 3.33 | 4 | 2 | ○ | ○ | ○ | ○ | 4 | ○ |
| V. Patterns | 3.50 | 4 | 3 | 3 | ○ | ○ | 4 | 4 | 3 |
| W. Data analysis | 4.00 | ○ | ○ | ○ | ○ | ○ | 4 | 4 | ○ |

List at least two ideas for filling in the gap for the missing COR Advantage item you chose. This assignment is worth a total of 20 points: 1 point for identifying the COR Advantage item and 2 points for each idea for filling in the gap. Refer to Week 4 Learning Unit for examples of filling in the gaps. T

COR Advantage Item: W-Data Analysis
Depending on the area of the other students I would have them represent their data in the form of a recall chart/wheel with a prop.
- I would have the recall wheel(a circle with a symbol for each area) and ask each child to move the prop to the area where they worked today.

For the two students who ranked a level 4, To help see if they are still at a level 4 or 5  I would have them analyze different forms of data
- Maybe have they reflect on the Greeting time questions (questions that we use tally marks for) . Then to see if they could move up a level I'd ask them what the data represented
  For example : One of our greeting time questions was: Did you eat breakfast at home or school?( I put visuals of home and school)
   5 voted for at school 7 voted for at home
  Then I'd ask " Tell me about our graph?" or *pointing to the number 5* "What does the number 5 mean? 5 what?"

COR Advantage Item: O-Alphabetic Knowledge
- For SGT , I would plan to play alphabet bingo with the children. Have the children identify the letter that was drawn, If they happen not to know it then I'd take the

time to introduce the letter and it's sound(make connections to letter links in the classroom)
- During Greeting time I'd have a child 'read' the message (have/assist them in reading the letters of a word then say what the word says.
- I'd have an SGT using shaving cream to write letters/or their names on the table
- SGT IDEA: fishing for magnetic letters and identifying them
- Add a alphabet puzzle to toy area