Try It Out: Addressing Gaps in Data

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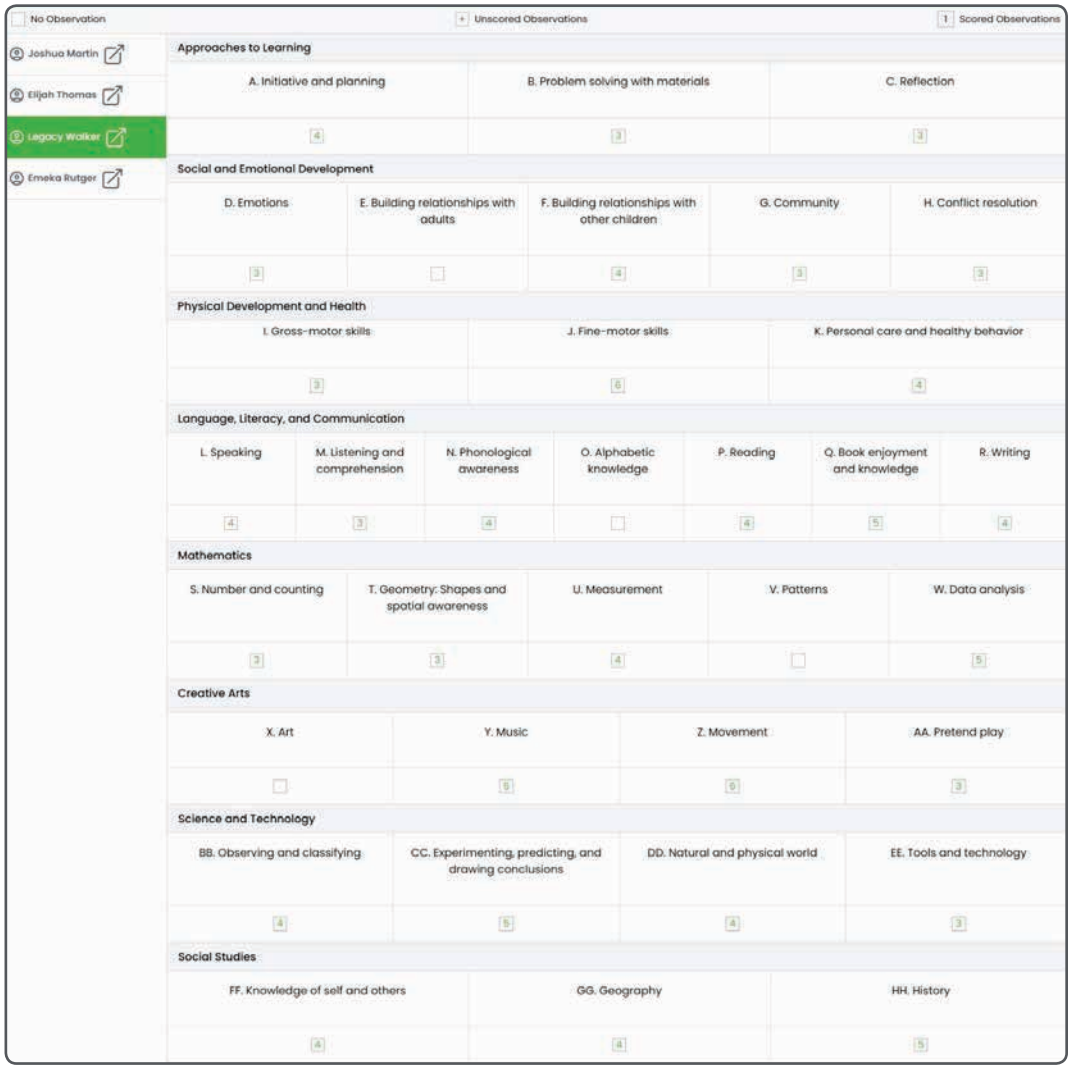
Try It Out: Assignment Instructions

Review the assessment data for Legacy and identify the gaps. Next, reference the gap considerations listed on page 3 and choose one of the missing COR Advantage item(s) to brainstorm at least two ideas for filling each gap consideration. Reference page 4 for an example of how to complete this assignment. Use the fillable document on page 3 to record your responses and upload to the Dropbox. 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.



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Try It Out: COR Advantage Items Form

Gap Considerations	COR Advantage Item	Ideas for Filling In the Gap
Am I forgetting to look for this item?	X. Art	How will you plan to look for the missing item? (List at least **two** ideas.) - During work time, plan to position myself near the art area and join children in the art area if they choose to play there during work time. - During work time, take pictures of structures children make in the block or toy area.
Do I have materials in the classroom to support this type of play?	V. Patterning	What item-related materials would you add? (List at least **two** ideas.) - Patterning bears and strips of patterns - Find diffrent ways to include patterning to lunch or snack
Are there activities that I could do throughout my daily routine to support this COR Advantage item?	X. Art	What item-related activities would you add to your lesson plan? (List at least **two** ideas.) -for large group do the Matt man activity - for small group giving them materials to make something like a pumpking
Could I use language related to the missing COR Advantage item to support children's learning and development in this area?	o. Aplhabetic knowlege	List specific examples of item-related language you would use. (List at least **two** ideas.) - Asking quesltion such as what letters are in your name? - saying things like " I see an S on your shirt — it makes the /s/ sound, like in snake. "

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Am I forgetting to look for this item?	X. Art	How will you plan to look for the missing item? (List at least **two** ideas.) - During work time, plan to position myself near the art area and join children in the art area if they choose to play there during work time. - During work time, take pictures of structures children make in the block or toy area.
Do I have materials in the classroom to support this type of play?	V. Patterning	What item-related materials would you add? (List at least **two** ideas.) - add counting bears to the toy area -plan snack ideas that support patterns (cheese and crackers, trail mix, fruit kabobs)
Are there activities that I could do throughout my daily routine to support this COR Advantage item?	O. Alphabetic Knowledge	What item-related activities would you add to your lesson plan? (List at least **two** ideas.) - For small group time, use rice, magnet letters, and magnet wands to "stir the alphabet soup". - During arrival, make sure the sign in sheets are available for children to sign in on.
Could I use language related to the missing COR Advantage item to support children's learning and development in this area?	V. Patterning	List specific examples of item-related language you would use. (List at least **two** ideas.) -While engaging with children in the toy area, use patterning language like, "I noticed you lined up your cars in a repeating pattern; red, blue, red, blue, red, blue." - At large group time, while singing, "Two Places to Tap", acknowledge that the children's movements are creating an ABAB pattern.

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