

# Try It Out: Addressing Gaps in Data



# 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.

| No Observation                                                                                                                             | Unscored Observations                        |                                                        |                                               |                          | Scored Observations    |                                 |            |
|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|--------------------------------------------------------|-----------------------------------------------|--------------------------|------------------------|---------------------------------|------------|
| <ul style="list-style-type: none"> <li>Jeshua Martin</li> <li>Elijah Thomas</li> <li><b>Legacy Walker</b></li> <li>Emeka Rutger</li> </ul> | <b>Approaches to Learning</b>                |                                                        |                                               |                          |                        |                                 |            |
|                                                                                                                                            | A. Initiative and planning                   | B. Problem solving with materials                      | C. Reflection                                 |                          |                        |                                 |            |
|                                                                                                                                            | 4                                            | 3                                                      | 3                                             |                          |                        |                                 |            |
|                                                                                                                                            | <b>Social and Emotional Development</b>      |                                                        |                                               |                          |                        |                                 |            |
|                                                                                                                                            | D. Emotions                                  | E. Building relationships with adults                  | F. Building relationships with other children | G. Community             | H. Conflict resolution |                                 |            |
|                                                                                                                                            | 3                                            |                                                        | 4                                             | 3                        | 3                      |                                 |            |
|                                                                                                                                            | <b>Physical Development and Health</b>       |                                                        |                                               |                          |                        |                                 |            |
|                                                                                                                                            | I. Gross-motor skills                        | J. Fine-motor skills                                   | K. Personal care and healthy behavior         |                          |                        |                                 |            |
|                                                                                                                                            | 3                                            | 6                                                      | 4                                             |                          |                        |                                 |            |
|                                                                                                                                            | <b>Language, Literacy, and Communication</b> |                                                        |                                               |                          |                        |                                 |            |
|                                                                                                                                            | L. Speaking                                  | M. Listening and comprehension                         | N. Phonological awareness                     | O. Alphabetic knowledge  | P. Reading             | Q. Book enjoyment and knowledge | R. Writing |
|                                                                                                                                            | 4                                            | 3                                                      | 4                                             |                          | 4                      | 5                               | 4          |
|                                                                                                                                            | <b>Mathematics</b>                           |                                                        |                                               |                          |                        |                                 |            |
|                                                                                                                                            | S. Number and counting                       | T. Geometry; Shapes and spatial awareness              | U. Measurement                                | V. Patterns              | W. Data analysis       |                                 |            |
|                                                                                                                                            | 3                                            | 3                                                      | 4                                             |                          | 5                      |                                 |            |
|                                                                                                                                            | <b>Creative Arts</b>                         |                                                        |                                               |                          |                        |                                 |            |
|                                                                                                                                            | X. Art                                       | Y. Music                                               | Z. Movement                                   | AA. Pretend play         |                        |                                 |            |
|                                                                                                                                            |                                              | 5                                                      | 0                                             | 3                        |                        |                                 |            |
|                                                                                                                                            | <b>Science and Technology</b>                |                                                        |                                               |                          |                        |                                 |            |
|                                                                                                                                            | BB. Observing and classifying                | CC. Experimenting, predicting, and drawing conclusions | DD. Natural and physical world                | EE. Tools and technology |                        |                                 |            |
|                                                                                                                                            | 4                                            | 5                                                      | 4                                             | 3                        |                        |                                 |            |
|                                                                                                                                            | <b>Social Studies</b>                        |                                                        |                                               |                          |                        |                                 |            |
|                                                                                                                                            | FF. Knowledge of self and others             | GG. Geography                                          | HH. History                                   |                          |                        |                                 |            |
|                                                                                                                                            | 4                                            | 4                                                      | 5                                             |                          |                        |                                 |            |

# Try It Out: COR Advantage Items Form

| Gap Considerations                                                                                                                 | COR Advantage Item | Ideas for Filling In the Gap                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------------------------------------------------------------------------------------------|
| <b>Am I forgetting to look for this item?</b>                                                                                      |                    | How will you plan to look for the missing item? (List at least <b>two</b> ideas.)                 |
| <b>Do I have materials in the classroom to support this type of play?</b>                                                          |                    | What item-related materials would you add? (List at least <b>two</b> ideas.)                      |
| <b>Are there activities that I could do throughout my daily routine to support this COR Advantage item?</b>                        |                    | What item-related activities would you add to your lesson plan? (List at least <b>two</b> ideas.) |
| <b>Could I use language related to the missing COR Advantage item to support children's learning and development in this area?</b> |                    | List specific examples of item-related language you would use. (List at least <b>two</b> ideas.)  |

# Try It Out: COR Advantage Items Form

| Gap Considerations                                                                                                                 | COR Advantage Item      | Ideas for Filling In the Gap                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Am I forgetting to look for this item?</b>                                                                                      | X. Art                  | How will you plan to look for the missing item? (List at least <b>two</b> ideas.)<br><ul style="list-style-type: none"> <li>- 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.</li> <li>- During work time, take pictures of structures children make in the block or toy area.</li> </ul>                                                                                      |
| <b>Do I have materials in the classroom to support this type of play?</b>                                                          | V. Patterning           | What item-related materials would you add? (List at least <b>two</b> ideas.)<br><ul style="list-style-type: none"> <li>- add counting bears to the toy area</li> <li>- plan snack ideas that support patterns (cheese and crackers, trail mix, fruit kabobs)</li> </ul>                                                                                                                                                                                                     |
| <b>Are there activities that I could do throughout my daily routine to support this COR Advantage item?</b>                        | O. Alphabetic Knowledge | What item-related activities would you add to your lesson plan? (List at least <b>two</b> ideas.)<br><ul style="list-style-type: none"> <li>- For small group time, use rice, magnet letters, and magnet wands to "stir the alphabet soup".</li> <li>- During arrival, make sure the sign in sheets are available for children to sign in on.</li> </ul>                                                                                                                    |
| <b>Could I use language related to the missing COR Advantage item to support children's learning and development in this area?</b> | V. Patterning           | List specific examples of item-related language you would use. (List at least <b>two</b> ideas.)<br><ul style="list-style-type: none"> <li>- 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."</li> <li>- At large group time, while singing, "Two Places to Tap", acknowledge that the children's movements are creating an ABAB pattern.</li> </ul> |