

# Samuel C. Nowack

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School of Social and Behavioral Sciences

Psychology/Special Education

This portfolio is dedicated to the professors, cooperative teachers and peers of the Marist College Education Department. They have always been the perfect supports. Thank you.

Developed by Samuel Nowack  
Spring 2013

## **Samuel C. Nowack**

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### **Current Address**

Marist College MSC 12749  
3399 North Road  
Poughkeepsie, NY, 12601

### **Permanent Address**

53 Harvard Court  
Middletown, CT, 06457

Dear whomever it may concern,

I have created this portfolio to highlight and showcase my progress as a per-professional teacher. My credentials include a BA in Psychology/Special education. In May 2013 I will receive my Initial Teaching Certification in Special Education (1-6) and Elementary Education (1-6). I am also enrolled in a MA program in Educational Psychology, which I will receive in May 2014.

My teaching experience comes from six years of swim coaching, a semester of literacy tutoring, and two seven-week student teaching experiences. From January to March I student taught at Ralph R. Smith Elementary School in a first grade classroom. Currently I am student teaching in the Dutchess BOCES Salt Point Center. The school is mixture of different self-contained programs catering to a variety of special needs. The classroom I am student teaching in is an Intensive Learning Environment (ILE). The ILE program is centers-based classroom designed for students with intensive management needs. This teaching experience is helping me to understand the complexities and processes of teaching special education. These two experiences have helped me to gain the practical knowledge I need to be a successful special education teacher.

For the purpose of this portfolio, student work and pictures are included with the permission of their parents/guardians. The student's names will not be disclosed anywhere in the portfolio. This portfolio is for educational purposes only.

Thank you for your time and consideration.

Sincerely,

Samuel Nowack

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## Education

**Marist College**, Poughkeepsie, NY

Bachelor of Arts in Psychology/Special Education - GPA: 3.29

Expected: May 2013

Master of Arts in Educational Psychology - GPA: 4.0

Expected: May 2014

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## Certification

**New York State Initial Teaching Certification**

Expected May 2013

Childhood Education (Grades 1 to 6) & Special Education (Grades 1 to 6)

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## Teaching Experience

**Student Teaching**, *Dutchess BOCES Salt Point Center*

April-May 2013

- Taught in a 1-6-2 **Intensive Learning Environment** for student grades 1-3.
- Differentiated learning for students at varying cognitive levels.
- Aligned teaching practices, lessons, and assessments with the *Common Core Standards*.
- Implemented appropriate behavior management strategies.

**Student Teaching**, *Ralph R. Smith Elementary School: Grade 1*

January-March 2013

- Taught and adapted mathematics lessons using *Everyday Mathematics* curriculum.
- Adapted lessons based off the *Fountas & Pinnell* Primary Comprehension Toolkit
- Fostered social skills and student collaboration using the *Responsive Classroom* approach.
- Presented lessons based on *Lucy Calkins* "Nonfiction Writing: Procedures and Reports."
- Facilitated inquiry science lessons based on *Science 21* Program.
- Gained the confidence and trust of students, parents and fellow professionals.

**Literacy Tutoring**, *Ralph R. Smith Elementary, Grade 4*

September-December 2012

- Implemented literacy strategies to build comprehension for a single struggling reader.
- Developed guided reading lessons utilizing *Fountas & Pinnell* Continuum of Literacy Learning

**Culturally Responsive Education**, *Oahu, Hawaii & Kona, Hawaii*

May 2012

- Researched and planned culturally responsive lessons during on-campus portion of experience.
- Toured Hawaiian schools with a focus on observing the interaction of culture, teaching, and learning.

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## Leadership

**Council for Exceptional Children (CEC)**, *Member*

January 2012-present

- Explored current research in relation to Special Education and learning.

**Marist College NCAA Division I Swimming and Diving Team**

August 2009-present

- Captain 2011 and 2012

**Middletown Parks and Recreation**

*Assistant Director & Head Coach of Swim Team*

May 2006-August 2012

- Built and organized a recreation swim program for children 5-18 with over 150 swimmers.
- Responsible for the hiring, training, and evaluating of individual coaches.
- Worked with parent teams on fundraising and handled parental and swimmer concerns.

*Facility Manager*

Summer 2012

- Oversaw the operation, swimming facility personnel, and activities of the pool facility.
- Maintained up-to-date records pertaining to training of facility personnel & facility safety.
- Reported employee discipline and evaluation.

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## Related Skills

- Fluent with Smart Board, Prezi, MS Word, Excel, PowerPoint and Symbaloo technologies.
- Utilized Raz-Kids, Tumble Books, Scholastic, and BrainPOP Jr. to enhance literacy skills.
- CPR/First Aid/ AED Certified

*References available upon request.*

## **Education**

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**Marist College, Poughkeepsie, NY**

Bachelor of Arts in Psychology/Special Education - GPA: 3.29

Expected: May 2013

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Expected May 2013

Childhood Education (Grades 1 to 6)

Special Education (Grades 1 to 6)



## Philosophy of Teaching

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My purpose in teaching is to build a classroom environment where all students support each other in the process of learning.

I believe that all students should learn to be respectful, responsible lifelong-learners. Every day all students should have the opportunity to improve their social interactions and develop social confidence. As they learn to value the input of their peers, they will learn to become a community of learners where all students have the confidence to be an individual.

My interest in teaching began with the amount of time and experiences I have had with children. I have grown up with a daycare in my home, taught swim lessons since the age of 16, and have been coaching swimming for the last seven years. I found it fascinating watching young children interact at the daycare; watching as they played independently with a toy then as they played together with another child in a role-playing type game. Each day was a new experience that taught me a little more about how children interact and develop. As a swim instructor and coach I spent a lot of time teaching children ranging from 3 to 18 years old. Again, I have watched as these children have interacted with each other and as they learned the sport of swimming. Between these three environments I have come to understand that every social interaction has an effect.



In my student teaching experience I learned a great deal about how to effectively teach and build a diverse classroom environment that encourages students to be a community of lifelong learners. I believe that building a classroom that is supported by a sense of camaraderie will enhance interpersonal relationships and minimize bullying. I have the motivation to think critically at a meaningful level in the field of psychology and education to improve my knowledge base. As a peer I can collaborate with other professionals to enhance my learning and growth as a pre-service teacher.



# Student Teaching

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## Placement 1: General Education



Ralph R. Smith

First Grade

Cooperating Teacher: Mrs. Kathleen Thompson

Supervisor: Prof. Susan Spinelli

## Introduction to the Classroom

For my first student teaching placement I was at a Hyde Park elementary school. I was in a first grade classroom at Ralph R. Smith Elementary school. My classroom has 20 students, 12 boys and 10 girls. The classroom is set up to support a responsive classroom. There is a large rug area for morning meeting and whole class instruction. There is also a behavior management strategy used that supports the logical consequences. As for classroom demographics, 7 students are African-American, 11 students are Caucasian, and 2 students are Latino.





## Parent Communication

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Dear First Grade Families,

I have been given the opportunity to work with Mrs. Thompson and would like to introduce myself to you. My name is Mr. Nowack and I will be a student teacher in your student's first grade classroom. Currently I am working to complete my Bachelors Degree in elementary/special education and my Masters Degree in educational psychology. This opportunity is the last step I will take before receiving my degree from Marist College. I am very excited to be here at Ralph R. Smith Elementary and working with Mrs. Thompson for the next six weeks. I am looking forward to continuing to get to know you and your child in the upcoming weeks.

As part of my requirements for my student teaching I have to create a portfolio that displays my growth as a pre-service teacher. In order to complete my portfolio, I must include lesson plans, student work, and pictures of student activities in my portfolio. The portfolio will only be used for professional development and will not be made public. I am asking for your permission to use, if necessary, samples of your child's work and your child's picture. Please complete and sign the form below to give or deny permission to include your child in the completion of my student teaching portfolio. Your child's name will not appear on any of the pictures or documents.

Please feel free to contact Mrs. Thompson or myself if you have any questions or concerns. I look forward learning from Mrs. Thompson and your child!

Sincerely,

Mr. Samuel Nowack

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Please return this section to Mrs. Thompson and Mr. Nowack.

Student's Name \_\_\_\_\_

☐

**I *give permission*** to Mr. Nowack to use documentation of my child for the purposes of completing a student teaching portfolio, with the understanding that the child's name will not be disclosed anywhere in the portfolio.

☐

**I *do not give permission*** to Mr. Nowack to use the work and picture of my child.

Signature \_\_\_\_\_

Relationship to student: \_\_\_\_\_

## Morning Meeting



Morning Meeting starts off the day and welcomes all students into the classroom. In my classroom, the students come in and complete morning work as the rest of the class comes in. Once the majority of the students are done with their morning work, they gather in a large open rug area for the morning meeting.

The responsive classroom breaks down morning meeting into four essential components.

1. Greeting
2. Sharing
3. Group Activity
4. Morning Message

These components allow students to create positive power of community through social interactions. As students build their community they are also learning social skills through modeling and practice. Currently the community in my classroom shows the efforts of the teacher and the students. From what I see all students can easily work together and are usually friendly. I wish I was able to be in the classroom at the beginning of the year when the students were learning these skills. The students know how to talk to each other to solve problems as well as how to work together in small groups. From what I have observed, my classroom is meeting the goals of the responsive classroom.

# Literacy

Lesson Plan #3	
Content Area: English Language Arts	
Lesson Title: Infer and Visualize	Timeframe: 35 minutes
<p><b>Overview:</b> In this lesson the students learn to use both visualization and inference together to form a deeper understanding of the poem. The goal of this lesson is to allow student the opportunity to work together and understand how much they can infer and visualize about a poem.</p> <p><b>Standards:</b>  <i>1.RL.4</i> Identify words/phrases in stories/poems that suggest feeling/appeal to the senses.  <i>1.W.7</i> Participate in shared research and writing projects.  <i>1.SL.1</i> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>Literature:</b> <i>Honey, I Love and other Love Poems</i> by Eloise Green Field</p>	
Lesson Components	
<p><b>Goals/Objectives:</b> <i>Students will...</i></p> <ol style="list-style-type: none"> <li>Identify clues in the poem that lead to inference and visualizations.</li> <li>Express their thinking in words and in pictures.</li> <li>Make connections between clues in the text and their background knowledge to infer and visualize information.</li> <li>Work collaboratively to comprehend the text.</li> </ol>	
<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>"Rope Rhyme" Anchor Chart (Appendix)</li> <li>"Honey, I Love" Anchor Chart (Appendix)</li> <li>Drawing paper</li> <li>Pencils, markers, dry-erase markers, slate</li> <li>Sticky notes</li> <li><i>Honey, I Love and other love poems</i> by Eloise Greenfield</li> </ol>	
<p><b>Multiculturalism:</b> The multicultural component of this lesson is addressed through an author study. As the students learn more about the different types of poem Eloise Greenfield writes, they will gain a better understanding of who the author was. Students will also view a short video about Eloise Greenfield.</p>	
<p><b>Motivation:</b> The motivation behind this lesson includes students' understanding of inferring through the use of poetry. Young students love rhymes and rhythm. Students will be motivated throughout this lesson based on their connection to poetry.</p>	



Learning Activities/Instructional Strategies	Formative Assessment
<p><b>Connect and Engage:</b></p> <ol style="list-style-type: none"> <li>Introduce "When I Read" anchor chart</li> <li>What is an inference?</li> <li>What is visualization?</li> <li>Bring out "Rope Rhyme" anchor chart. As students to remind me of what they remember they inferred or visualized.</li> </ol> <p><b>Model:</b></p> <ol style="list-style-type: none"> <li>Re-teach that we use clues from in the poem to infer and visualize.</li> <li>Using their example, fill in the "When I Read" chart using <i>Rope Rhyme</i></li> <li>Find clues in <i>Rope Rhyme</i>. Use post-it notes and use 'I' for I infer, and 'V' for I visualize.</li> <li>Think out loud and stick the sticky notes on the anchor chart circling the clues.</li> </ol> <p><b>Guided Practice</b></p> <ol style="list-style-type: none"> <li>Show students that you have split the poem <i>Honey, I Love</i> into different parts.</li> <li>Each group is going to have a different piece of the poem to use to infer and visualize about.</li> <li>Have the students think up what they remember from the previous less about what they visualized/inferred. This time, write their answers on a post-it note. Attached to chart and circle the clue.</li> </ol> <p><b>Independent Practice</b></p> <ol style="list-style-type: none"> <li>Remind students of group work expectations.</li> <li>Pre-arrange student groups of 3 based on their visualization think sheets from the previous lesson. Students should be paired by content. (E.g. students who visualized about the flying pool should be together.)</li> </ol> <p><b>Sharing the Learning</b></p> <ol style="list-style-type: none"> <li>Invite each group up to share.</li> <li>Each group member had to share one inference and one visualization.</li> <li>Encourage students to use the proper language "I infer..." and "I visualize..."</li> </ol>	<p>Questions</p> <p>Check for Understanding</p> <p>Check for Understanding</p> <p>Questions and informal observations</p>

Every day we worked on literacy skills through whole-group, small group, and individual learning. Here, the students are learning about visualization and Inference.



<p><b>Differentiation</b></p> <p>Differentiation by student <u>readiness</u> level was done through understanding where students were after the previous lesson of inferring. I knew which students would need more prompting to understand the concept of visualization. These students were paired with students who already grasped the taught content.</p> <p>Differentiation by student <u>interest</u> is done throughout the unit. Each lesson allows students with different intelligences, as theorized by Howard Gardner, to access the content in their mode of intelligence.</p> <p><u>Visual:</u> students picture their inference in their mind and are able to draw it on paper. This helps student make connections between their own experiences and the text.</p> <p><u>Auditory:</u> Students can hear the poem and listen to their peers as they explain what they are visualizing and inferring.</p>
<p><b>Resources Provided to Students:</b></p> <ol style="list-style-type: none"> <li>Pencil</li> <li>Post-it notes</li> <li>Writing board</li> <li>Think Sheet (two)</li> </ol>
<p><b>Evidence of Learning</b></p> <p>The assessment will take place informally throughout the lesson as students respond. If students are off task with their responses of what they are visualizing and inferring, I can adapt my instruction to address their needs. I will also be asking student to out their thumbs up or thumbs down to check understanding throughout the lesson. During the lesson I will also be talking and asking questions to understand their thinking.</p> <p>At the end of the independent practice, the students will be sharing their inferences and visualizations. I will be looking specifically for the language "I infer" and "I visualized" during their sharing. I will also be looking at their stick notes to understand their thinking. This will help me to check if they are making the connection between inference and visualization as well as between the content and the process.</p>

Name: Reese Date: 2-22-13

I infer...

She went to the store I got some candy but I don't have it iney more. I got a Pomie. I stil have it.

Name: Reese Date: 2-22-13

I infer...

She hilde a Sand kasul them the watre nikt it over the sand kasul and the Kid was Sad.



# Guided Reading

Name: Samuel Nowack Cooperating Teacher: Mrs. Thompson  
 School: Ralph R. Smith Supervisor: Prof. Spinelli  
 Date: March 12, 2013 Time of Day: 10:15-10:33  
 Grade Level: Grade 1 Size of Class Taught: 4 Students

- I. Background:
  - a. This lesson will be taught to a small guided reading group of four students. These students are all at a Fountas & Pinnell Reading level D. This will be my third time seeing this group of students.
- II. Standards:
  - a. 1.RL.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.
  - b. 1.RFS.3: Know and apply grade-level phonics and word analysis skills in decoding words.
- III. Student learning Objectives:
  - a. Students will accurately retell events from the book.
  - b. Students will build r-controlled vowel words.
  - c. Students will use decoding skills to solve unknown words.
- IV. Differentiation:
  - a. Visual: r-controlled words are color coded so student can see -ar, -or, and -er as one sound.
  - b. Auditory: students are hearing/speaking the r-controlled sounds repeatedly.
  - c. Tactile: students are building r-controlled words.
- V. Materials:
  - a. *Shut the Gate* by Edel Wignell
  - b. Lesson Plan (Appendix A)
  - c. R-controlled word building cards (Appendix B)
  - d. Writing Sheet (Appendix C)
  - e. Assessment Sheet (Appendix D)
  - f. Jack and Jill Rhyme (Appendix E)
- VI. Lesson Procedure:
  - a. Please see attached lesson plan.
- VII. Multiculturalism:
  - a. As a multicultural component of this lesson, I introduce the students to the nursery rhyme "Jack & Jill." Emphasizing that there have been many different versions written at different times.
- VIII. Assessment:
  - a. Students will be assessed throughout the lesson as they read.
  - b. I will be looking for
    - i. Use of decoding strategies
    - ii. Re-reading
  - c. After students read I will assess their comprehension through the use of questions.

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Book Title: <u>Shut the Gate</u>		F&P Level: <u>D</u>	
Author: <u>Edel Wignell</u>		Date: <u>March 12, 2013</u>	
Familiar Re-reading (2 Minutes)			
-Cold Day, Hot Chocolate (Level D) -Father Bear Goes Fishing (Level D) -Other books at instructional reading level		Students get to pick any book from in their browsing box. During this time, the teacher is listening to students reading. If necessary, the teacher is also doing running records during this time as well.	
Word Study (3 Minutes)			
R-controlled Vowels: Are-art-arm-farm-farmer Or-for-forget		Students practice r-controlled vowel sounds through building various r-controlled words.	
Before Reading (4 Minutes)			
Book Introduction: 1. Recite the first stanza of the nursery rhyme Jack and Jill. 2. This is a book about another time Jack and Jill went up the hill, but this time they forgot to shut the gate.		Difficult Words/Vocabulary: 1. Shout (page 4) 2. R-controlled a. Farmer (page 10) b. Forget (page 12) 3. Contractions a. We've (page 14) b. We're (page 14)	
Picture Walk: 1. Show illustration p.2-3 have volunteers point to the well, bucket and open gate and ask what they think might happen? 2. Page 4, what is duck doing? 3. What could the duck be shouting?		Teaching Points: 1. Speech Bubbles & Quotations 2. Good readers remember to look all the way through a word and check for endings (Farmer, we're, we've)	
During Reading (5 minutes)			
Prompts to support readers: Does the word look right? Does the word sound right? Does the word make sense?			
After Reading (4 Minutes)			
Comprehension Questions 1. What did Jack and Jill forget to do? 2. What happened as a result of their carelessness? 3. Why is it a problem to leave a farm gate open? 4. Is it believable that the farmer would be angry with the children for forgetting it? Why? 5. Have you ever forgotten to do something that caused a problem like Jack and Jill?		Teaching Point Revisited: 1. How is the text in speech bubbles like text in quotation marks?	
Writing Connection (Time permitting)			
One time I forgot to _____ And what happened?			



Using the *Fountas and Pinnell* Guided Reading program I was able to design and support students in their progress in learning to read. In this lesson, I focused on teaching the students "the bossy R."

Guided Reading Assessment					
Student	Decoding	Re-reading	Using pictures	Comprehension	Notes
BW					
WS					
KM					
KR					

Appendix C

Name \_\_\_\_\_

1. Write.  
2. Sketch.

One time I forgot to \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Mathematics: Non-Standard Measurement



Using *Everyday Mathematics*, I modified and designed lesson plans based on using non-standard measurement. In this lesson students are learning the difference between a standard foot and their own foot. Students learn that their feet are not equal to each other through measuring various object around the room.





## Inquiry Science



In first grade, the students are inquisitive about almost everything. Therefore, teaching an inquiry science lesson to them is a great experience! These pictures are a lesson taught on liquids utilizing *Science 21* curriculum.

The best part about inquiry science lessons is that all students are engaged. They may not be completing the worksheet, or writing down all their observations, but I can see that they are learning.

In the future, whether I use Science 21 again or another program, I know that I will include inquiry science into any classroom that I teach. It allows students to become familiar with the content at their own pace as well as teaching the students to be independent.



# Inference and Visualization Unit Plan

Lesson Plan #5	
Content Area: English Language Arts	
Lesson Title: Leprechaun Case Files	Timeframe: 35 minutes / 2 days
Overview:	
Standards: 1.RIT.1: Ask and answer questions about key details in a text CCR: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 1.SL.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. III Follow agreed upon rules for discussion. IV Ask questions to clear up any confusion about the topics and texts.	
Lesson Components	
Goals/Objectives: <i>Students will...</i> 1. Demonstrate ability to infer about the text/pictures through drawing pictures. 2. Express their thinking in words and in pictures. 3. Make connections between clues in the text/picture and their background knowledge to infer and visualize new information. 4. Work collaboratively to complete each task.	
Materials: 1. Leprechaun Case Study Packet 2. Envelopes (should fit 8 1/2 by 11) 3. Chart Paper 4. Inference picture equation	
Multiculturalism: The multicultural component is embedded in this lesson as students compare their own life to the daily life of a leprechaun. The students are learning to make text-to-self connections.	
Motivation: The motivation behind this lesson comes with the approaching holiday of St. Patrick's Day. Students want to learn more about the holiday, therefore they should be motivated to learn about Ireland. This lesson also connects the aspects of Old Ireland, to New Ireland, and to the student's life.	
Learning Activities/Instructional Strategies	Formative Assessment
Connect and Engage: 1. Introduce "Introduce "Case Files" 2. Read letter from Brady O'Toole. 3. Remind students what it means to infer using the inference picture equation. 4. Read "A Leprechaun Story"	Observations of student interests

I create a unit based on the *Fountas and Pinnell Primary Comprehension Toolkit* to teach inference and visualization. While doing so, I was able to connect content to the Common Core State Standards.

5. Explain the objective of the lesson: Students will be "investigating" leprechaun evidence to infer what the leprechaun did during the day.	
Model: 1. Show students how to use the evidence sheet. 2. Review group rules and procedures. 3. What does it mean to work in a group? 4. How should we treat our friends in our group?	Check for understanding
Independent Practice 1. Students are broken into groups 2. Each group receives a packet with four pieces of evidence. 3. Their job is to look at each clue and make inferences about what the clue could say about what Lucky the Leprechaun was doing on St. Patrick's Day. 4. Students should be working together in a collaborative group to determine Lucky's activities. 5. Students complete the evidence sheet.	Questions for student groups Observations
Sharing the Learning 1. Student will reconvene as a whole group to discuss some of the clues and activities. We will make a list of possible activities that the groups shared.	
Day 2 Connect and Engage: 1. Student split back up into their groups and have a chance to review their evidence and their evidence sheet. 2. Students will compare with other groups to see which items are similar. 3. All evidence will be put up in order and similar items will be grouped on the board. The students are responsible for making this happen.	
Model: 1. Look at the evidence and think out loud about how you can see all of the different clues. 2. Use the timeline sheet to model a drawing and a sentence about what Lucky did during the day. 3. Be sure to use the appropriate language.	Check for understanding
Independent Practice 1. Students will each make their own time line. 2. Observe to make sure students are using correct language.	
Sharing the Learning 1. Gather all the students and make a large class timeline of Lucky's Day. 2. Review it with the students.	

Differentiation This lesson is differentiated by <u>readiness</u> level through the evidence in the packets. Different packets have pictures, words, and a different combination of evidence to support what luck did.
Resources Provided to Students 1. Evidence Packet 2. Evidence Sheet 3. Timeline sheet
Evidence of Learning The assessment will take place informally throughout the lesson as students respond. If students are off task with their responses of what they infer, I can adapt my instruction to address their needs. I will also be asking student to out their thumbs up or thumbs down to check understanding throughout the lesson.
As a post assessment, the teacher will complete the rubric based on the students observed behaviors. This is in compliance with the original set up of the pre-assessment.





# Infer and Visualization Unit Plan



INFERENCE & VISUALIZATION Materials

## Leprechaun Case Files

Written by Samuel Nowack

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INFERENCE & VISUALIZATION Materials

This is a job for the...

### Inference Investigators!

Dear Inference Investigators,

Remember to use your best investigative skills by **INFERRING** what **Lucky the Leprechaun** may have done on **St. Patrick's Day** based on the evidence you find. Make sure you discuss your answers with your group members! All ideas are welcome!

Thanks for your help!

Sincerely,  
Brady O'Toole

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The Leprechaun Case Files are a series of inquiry, inference, and visualization practice to learn about what Lucky the Leprechaun did during St. Patrick's Day. This two-day lesson was my best accomplishment during my first placement.

INFERENCE & VISUALIZATION Materials

### A Leprechaun Story

By Mr. Nowack

Just as **St. Patrick's Day** was starting, **Lucky the Leprechaun** woke up to a banging at his door!

"I FOUND YOU LUCKY! MY NAME IS BRADY O'TOOLE AND I FINALLY FOUND YOU! SO OPEN THE DOOR SO I CAN CATCH YOU!" Lucky knew what that meant. That Brady O'Toole was here to steal his gold!

As quick as he could, Lucky got dressed, picked up his gold and ran out the back door! Just as Lucky was leaving, Brady O'Toole banged in the front door! All Brady saw were the green tips of Lucky's coat disappear out of the back door! As fast as he could Brady ran across the room and out the back door, but Lucky was nowhere to be seen!

"Oh darn, I lost him again!" said Brady. Brady decided to go and search for clues that might help him figure out where he went and what he did with his gold!

And, that is where you come in Inference Investigators!

Brady found many items and clues that will help him piece together where Lucky might have gone and where he might have hidden his gold, but he needs your help!

Each group of Inference Investigators will be given a "Case File" filled with evidence. As a group, sort through the evidence for clues to figure out where Lucky might be now. Use your Leprechaun evidence chart to record what you find and what you think they might have done. When you're finished, we'll join together as a group to combine your evidence to put together a timeline of Lucky's day and to figure out where Lucky might have hidden his gold! Good luck!

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INFERENCE & VISUALIZATION Materials

### Leprechaun Activities

Use the web browser to brainstorm activities a leprechaun could do on St. Patrick's Day!

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INFERENCE & VISUALIZATION Materials

### Leprechaun Evidence

1. Look at each piece of evidence.  
2. Discuss the evidence and decide what clue it gives you about what Lucky did on St. Patrick's Day.  
3. Record your inference below.

Piece of Evidence	What do you THINK he did?

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INFERENCE & VISUALIZATION Materials

### Lucky the Leprechaun's St. Patrick's Day Timeline

1. Pick a clue from the evidence and describe it.  
2. Draw a picture showing what Lucky was doing.  
3. Write a sentence to describe your picture.

Time: \_\_\_\_\_ o'clock

At \_\_\_\_\_ o'clock Lucky was \_\_\_\_\_

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INFERENCE & VISUALIZATION Materials

### Lucky the Leprechaun's St. Patrick's Day!

Write a story about something that happened to Lucky during his St. Patrick's Day.

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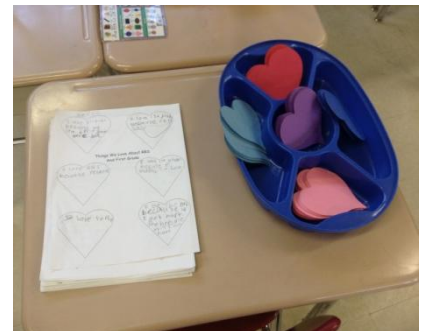
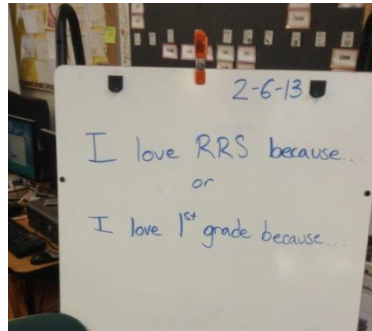
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Nowack 66

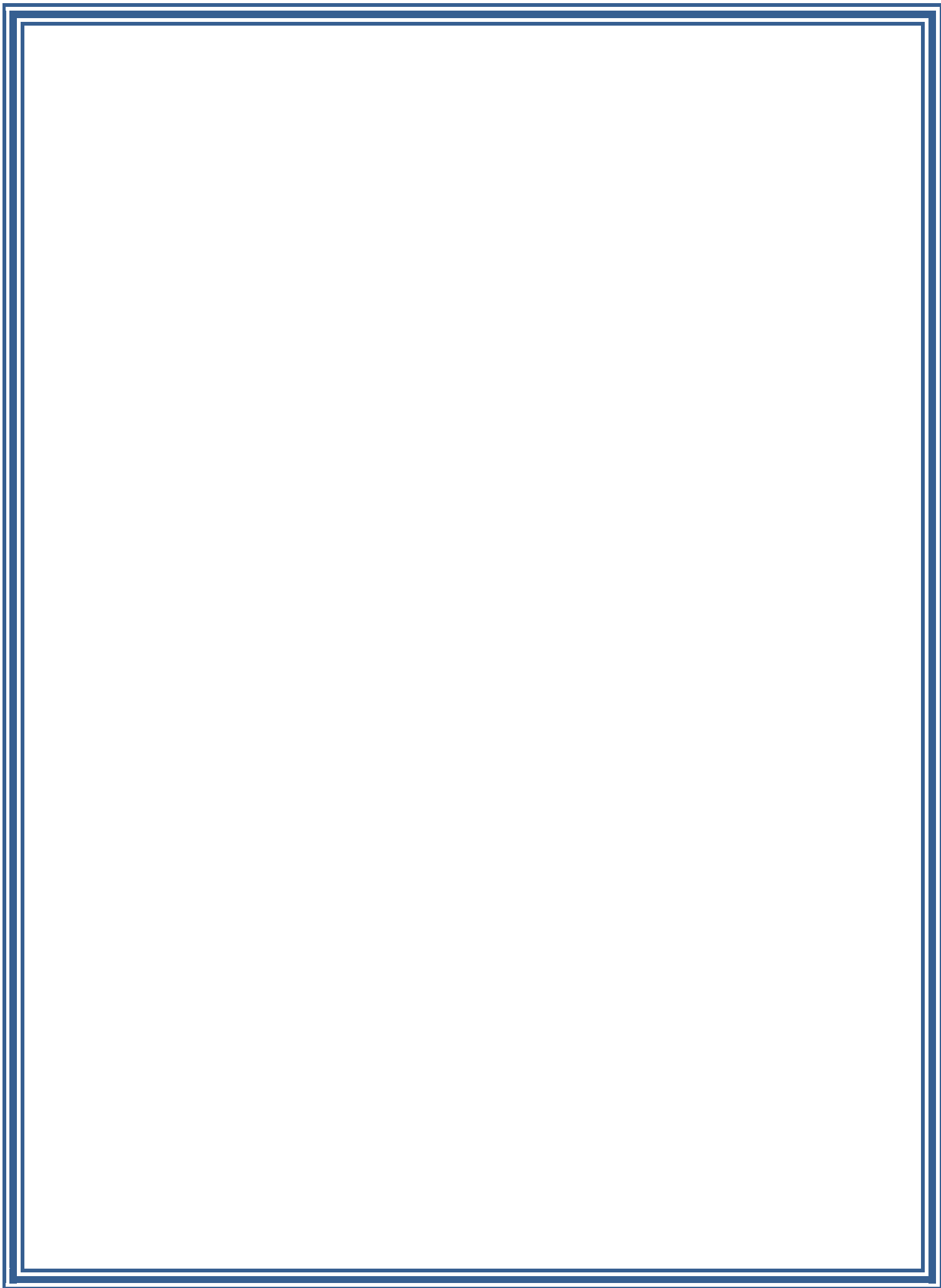
## Bulletin Boards & Extra-Curricular



Outside of the classroom is just as important as inside the classroom. Through the creation of these bulletin boards I connect the content taught with outside the classroom. The “100 Things I Love about Ralph R. Smith” was a big hit. “Are Leprechauns Real” incorporated writing, reading, arts, and mathematics to complete the whole board.

I also created the ties shown in the bottom left. They were to support my students both in and outside of the classroom.







# Student Teaching

## Placement 2: Special Education



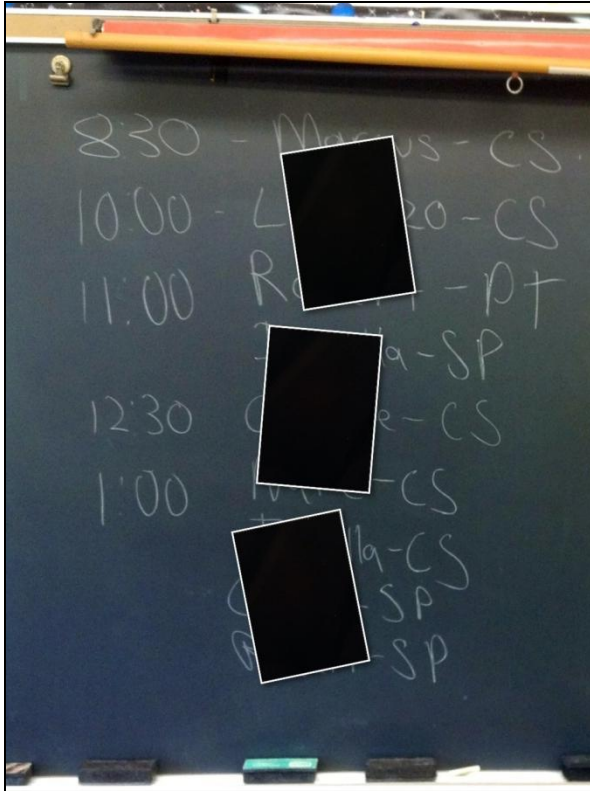
Dutchess BOCES Salt Point Center  
Intensive Learning Environment

1:6:2 Classroom

Cooperating Teacher: David Felipe

Supervisor: Susan Spinelli

## Introduction to the Classroom



My second placement took place at Dutchess BOCES Salt Point Center. The school is a mixture of different self-contained programs catering to a variety of special needs. My new classroom is an Intensive Learning Environment or ILE. The ILE program is designed for students with intensive management needs.

The classroom is supposed to be a 1:6:2, meaning there is one teacher, six students and two teacher assistants. Instead, my classroom has seven students. These students all have IEPs. They range from 1st grade to 3rd grade. All of these students are on grade level, but have either autism or behaviors that prevent them from being in a general education setting.

### The Students

Mark 9: grade 3, behavior, refuses to do all work, usually ends up getting sent to BRR.

Chrissy 8: grade 3, autism, very bright, loves reading and drawing, but hates math to the extent that she refuses to do simple problems.

Bobby 7: grade 2, autism, all day he pretends he is in a video game. In an ELA lesson, he may look like he is completely off task due to excessive hand movements, yet can easily answer comprehension questions at the end.

Isadora 7: grade 2, autism, unaware of her spatial surroundings and tends to fall. These falls have caused seizures this school year to the extent that she has been hospitalized.

Chuck 8: grade 2, autism, would much rather sit and listen from a distance, gets nervous speaking to people, also very stubborn and that makes it difficult in switching or starting activities.

Ned 7: grade 2, behavior and minor autism, currently has tested at an 8th grade vocabulary, very strong reader and finishes work quickly. In this setting he has a lot of down time and that causes more behavior difficulties.

Back and forth with parents

Stephano 6: grade 1, behavior, the youngest student in the class, also the newest, came here about a month ago. He is grouped with the second graders in the class when he really should have 1st grade work.

Classroom Schedule 2012-2013	Teacher: O. Felipe Room: 132			
	A	B	C	D
Period 1 8:25-9:05	No Duty	No Duty	No Duty	No Duty
Period 2 9:05-9:35	Morning Meeting Character Ed.	Morning Meeting Character Ed.	Morning Meeting Character Ed.	Morning Meeting Character Ed.
Period 3 9:35-10:22	Whole Group ELA	Whole Group ELA	Whole Group ELA	Whole Group ELA
Period 4 10:25-11:05 AAC 10:30-11:30	ELA Centers	GYM Science	ELA Centers	GYM Science
Period 5 11:30-12:00	Lunch	Lunch	Lunch	Lunch
Period 6 12:00-12:25	Recess	Recess	Recess	Recess
Period 7 12:25-1:05	ART	MATH	ART	MATH
Period 8 1:05-1:47	MATH	Social Studies	MATH	Social Studies
Period 9 1:45-2:25	Science	ELA CENTERS	Science	ELA CENTERS
Period 10 2:25-2:40	No Duty	No Duty	No Duty	No Duty

# Differentiation in English Language Arts

Name: \_\_\_\_\_

### Suffixes

A **suffix** is added to the end of a word to make a new word!

-less means <b>without</b>		-ful means <b>full of</b>	
Homeless	Heartless	Careful	Cheerful
Careless		Colorful	Skillful
Endless	Hopeless	Joyful	Beautiful

**Directions:** Match the word to the meaning.

Word	Meaning
Homeless	Full of color
Careless	Full of beauty
Endless	Without heart
Hopeless	Full of joy
Heartless	Without care
Colorful	Without hope
Cheerful	Full of skill
Skillful	Without end
Beautiful	Full of cheer
Joyful	Without a home

Developed by Samuel H. Novak

Name: \_\_\_\_\_

### Suffixes

A **suffix** is added to the end of a word to make a new word!

**Directions:** Use the word bank to fill in the table.

-less means <b>without</b>		-ful means <b>full of</b>	
Homeless	Heartless	Careful	Cheerful
Careless	Powerless	Colorful	Skillful
Endless	Hopeless	Joyful	Beautiful

Meaning	Word
Full of color	
Full of beauty	
Without heart	
Full of joy	
Without care	
Without hope	
Full of skill	
Without end	
Full of cheer	
Without a home	

Developed by Samuel H. Novak

Name: \_\_\_\_\_

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Endless	Hopeless	Joyful	Beautiful

**Directions:** Finish the sentences using the word bank from above. Then write your own sentence at the bottom!

- Someone without a home is called \_\_\_\_\_.
- The drawing was full of colors! It was very \_\_\_\_\_.
- My sister is so happy, or \_\_\_\_\_ that she smiles all day long!
- That butterfly is very \_\_\_\_\_, it just shines with beauty!
- \_\_\_\_\_

Developed by Samuel H. Novak

Name: \_\_\_\_\_

### Suffixes

A **suffix** is added to the end of a word to make a new word!

-less means <b>without</b>		-ful means <b>full of</b>	
Homeless	Heartless	Careful	Cheerful
Careless	Powerless	Colorful	Skillful
Endless	Hopeless	Joyful	Beautiful

**Directions:** Write four complete sentences using the suffixes from the word bank.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Developed by Samuel H. Novak

### Plural = more than one

### Most of the time, just add -s.

**DIRECTIONS:** Read the sentence. Write the correct singular and plural noun on the blank using the words below.

Girl      house      pencil      sock

- The \_\_\_\_\_ took a shower.
- Eight \_\_\_\_\_ went swimming together.
- We live in one big \_\_\_\_\_.
- There are a lot of \_\_\_\_\_ on my street.
- He broke the \_\_\_\_\_ he was using.
- There are no shape \_\_\_\_\_ in our classroom.
- I am missing a \_\_\_\_\_.
- I found my pair of \_\_\_\_\_.

**DIRECTIONS:** Pick one noun. Write two sentences. One sentence using the singular noun and one sentence using the plural noun.

- \_\_\_\_\_
- \_\_\_\_\_

### Plural = more than one

### Most of the time, just add -s.

**DIRECTIONS:** Read the sentence. Circle the correct singular or plural noun.

- The ( girl / girls ) took a shower.
- Eight ( girl / girls ) went swimming together.
- We live in one big ( house / houses ).
- There are a lot of ( house / houses ) on my street.
- He broke the ( pencil / pencils ) he was using.
- There are no shape ( pencil / pencils ) in our classroom.
- I am missing a ( sock / socks ).
- I found my pair of ( sock / socks ).

**DIRECTIONS:** Pick a word from the word bank. Write two sentences. One sentence using the singular noun and one sentence using the plural noun.

- \_\_\_\_\_
- \_\_\_\_\_

# Differentiation in Mathematics



Students use Touch Money to TouchCount coins.

Cake \$0.35	Ice cream \$0.25	Potatoes \$0.50	Bananas \$0.44

Isabella has

How much money does she have? \_\_\_\_\_

Does she have enough money to buy ice cream? \_\_\_\_\_

Chris has

How much money does he have? \_\_\_\_\_

Does he have enough money to buy potatoes? \_\_\_\_\_

Isabella has

How much money does she have? \_\_\_\_\_

Does she have enough money to buy bananas? \_\_\_\_\_

Developed by Samuel Nowack

Cake \$1.00	Ice cream \$0.25	Potatoes \$0.50	Bananas \$0.70
Eggs \$0.34	Strawberries \$0.45	Cookies \$0.73	Pineapple \$0.45

- Pick three items.
 

Item _____	Cost: _____
Item _____	Cost: _____
Item _____	Cost: _____
- How much do they cost all together? \_\_\_\_\_
- If you paid \$3.00, what would your change be? \_\_\_\_\_
- Mr. Jim has \$1.85. Does he have enough money to buy strawberries, ice cream, and eggs? \_\_\_\_\_
  - YES! How much change will he get back? \_\_\_\_\_
  - NO! How much more money does he need? \_\_\_\_\_

Developed by Samuel Nowack

Cake \$1.23	Ice cream \$1.12	Potatoes \$1.22	Bananas \$0.70
Eggs \$1.20	Strawberries \$1.00	Cookies \$1.05	Pineapple \$0.45

- Pick two items.
 

Item _____	Cost: \$ _____
Item _____	Cost: \$ _____
- How much do they cost all together? \$ \_\_\_\_\_
- Pick two items.
 

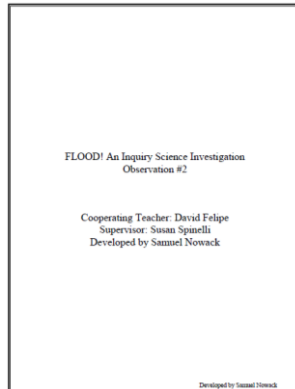
Item _____	Cost: \$ _____
Item _____	Cost: \$ _____
- How much do they cost all together? \$ \_\_\_\_\_
- Pick two items.
 

Item _____	Cost: \$ _____
Item _____	Cost: \$ _____
- How much do they cost all together? \$ \_\_\_\_\_

Developed by Samuel Nowack



# Differentiation in Science



Differentiation in Science is done through the use of scaffolded questions and worksheet development. Students are at various readiness levels, therefore differentiation is necessary. In this lesson, students are learning about the effects of a flood on the environment through building an environment and pouring water over the display.

Name: Sammuel Nowack Cooperating Teacher: Mr. Felipe  
 School: DC BOCES Salt Point Center Supervisor: Prof. Spinelli  
 Date: April 18, 2013 Time of Day: 1:48-2:28  
 Grade Level: Grade 1-3 Size of Class Taught: 7 Students

I. Standards: Taken from NYSED-Virtual Learning Standards  
 a. Standard 4: Science: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.  
 i. Key Idea 2L: Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.

II. Student Learning Objectives: Students will...  
 a. Analyze the effects of a flood on the environment.  
 b. Explain how natural events and living things change environments.

III. Differentiation:  
 a. Readiness: The lesson will be differentiated by the readiness level of the students. The handout will have two versions, the 2<sup>nd</sup> grade and the 3<sup>rd</sup> grade.

IV. Materials:  
 a. Metal trays  
 b. Sand  
 c. Rocks  
 d. Leaves  
 e. Water  
 f. Cups (2)  
 g. Rain cups (2)  
 h. newspaper

V. Lesson Procedure:  
 a. Attention Grabber: *Today during science we will be completing an experiment about the changes in an environment! First, who can tell me what an environment is?* Lead students into a discussion about the different types of environments. *Good, so today we will see how rain and water can effect an environment.*  
 b. Build your environment. *I have included a bunch of different pieces that we will use to build our environment. I have sand, rocks, leaves, twigs. All of these things are a part of our environment.*  
 c. Develop Inquiry Skills  
 i. DESIGN:  
 1. Make your environment and draw what it looks like.  
 2. Where will you pour the water?  
 3. What do the twigs/leaves/rocks represent?  
 ii. HYPOTHESIZE: What will happen to the environment if it rains? What would happen to the environment if we dumped water into it, like a flood? Will rain or a flood change the environment more?  
 iii. EXPERIMENT: Use the rain cup to slow drip water over the environment. Record what you observe.  
 1. Use the Flood Cup and pour the water all at once. What happened? Record what you observe.

Developed by Sammel Nowack

iv. RESULTS: record your results as you observe. Which one changed the environment more? Students will complete the assessment sheet.

v. DISCUSSION: In our experiment, who can tell me what happened? Which one changed the environment more? How did you know? **What are the effects of a flood?**  
 1. Connect: Would you rather have rain or a flood? Why?  
 2. Extend: Permanent means that something lasts forever, are changes caused by an environment always permanent?

d. Closure: *You all did a great job today learning about floods. Can you tell me one thing you learned?* Teacher prompts will vary based on student discussion during experiment.

VI. Multiculturalism:  
 a. The multiculturalism is addressed in this lesson through the introduction to flooding. I will explain that we get rain in our environment, but other environments get floods.

VII. Assessment:  
 a. The assessment will take place informally throughout the lesson as students respond. If students are off task with their responses of what Questions I ask, I can adapt my instruction to address their needs. I will also be asking student to out their thumbs up or thumbs down to check understanding throughout the lesson.  
 b. Students will also be assessed on their completed three pages. Students receive a check for the science lesson in my planning book.

VIII. Teacher Roles during Lesson:  
 a. As this lesson is taught in a self-contained classroom with two teacher assistances, the classroom teacher, and a student teacher, the adult roles need to be defined. The class will start as one whole group. The introductory statement and the description of the task will be describe to the whole group. After which the group will split into two groups. One led by myself, and the other by Mr. Felipe. Our role is to facilitate the students learning throughout the experiment. I will be monitoring both groups progress throughout the lesson.  
 b. During the experiment, Mr. Jim and Mrs. Melissa will help to make sure the students are responding to the correct questions as they make observations. They will help the students struggling with concepts and the writing process.

Developed by Sammel Nowack



# Differentiation in Science



Caroline, Robert, Marcus, Nate

Name: \_\_\_\_\_

**FLOOD!**

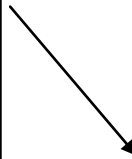
Draw: Before the flood, my environment looks like...

Hypothesize:

1. How will rain change the environment?

2. How will a flood change the environment?

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Lorena, Isabella, Chris

Name: \_\_\_\_\_

**FLOOD!**

Draw: Before the flood, my environment looks like...

Hypothesize:

1. When it rains it will change my environment ...  
A lot      A little

2. When it floods it will change the environment ...  
A lot      A little

Developed by Samuel Nowack

Caroline, Robert, Marcus, Nate

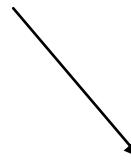
**Observation Sheet**

How did the water change the environment?

How did the rain change the environment?

How did the rain change the environment?

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Lorena, Isabella, Chris

**Observation Sheet**

**How did the water change the environment?**

*Draw or Write*

When I used the rain cup, I saw...

When I used the flood cup, I saw...

Developed by Samuel Nowack

## Extra-Curricular



Lunch, chili dogs,  
and a few face  
masks!

Developed by Samuel Nowack  
Spring 2013