

PPAT® Assessment

Library of Examples – Early Childhood

Task 3, Step 1, Textbox 3.1.3: Learning Activities

Below are two examples of written responses to Textbox 3.1.3 as excerpted from the portfolios of two different candidates. The candidate responses were not corrected or changed from what was submitted. One response was scored at the Met/Exceeded Standards Level and the other response was scored at the Does Not Meet/Partially Met Standards Level. This information is being provided for illustrative purposes only. These excerpts are not templates for you to use to guarantee a successful score. Rather, they are examples that you can use for comparison purposes to see the kinds of evidence that you may need to add to your own work.

The work you submit as part of your response to each task must be yours and yours alone. Your written commentaries, the student work and other artifacts you submit, and your video recordings must all feature teaching that you did and work that you supervised.

Guiding Prompt for Task 3, Textbox 3.1.3

- What learning activities do you plan to implement in this lesson? Provide a rationale for your choices.
- How will these learning activities address students' strengths and needs?
- How did your class demographics inform the design of the learning activities you chose?

Example 1: Met/Exceeded Standards Level

- The learning activities I plan to implement in this lesson are as follows; explicit teaching, drill and practice, questioning, modeling, problem solving, storytelling, role playing, and games. My rationale for explicit teaching is that at this age students and time of year students may not have much background knowledge to build from. I plan to explicitly teach the concept of 5 and how to conduct the concept of tagging individual items through both storytelling and my guided practice. My rationale for drill and practice as the learning activity during direct instruction portion of my lesson plan, is that it will help drive home the concept for children of this age. It is here I will also question and explicitly teach a new song to go with the book. My rationale for planning to demonstrate during this lesson I feel is much needed with this age group of students and they will stay engaged during such activities. I will demonstrate tagging by pointing to pictures in the book as well as modeling the same action during guided practice.
- These learning activities will address students' strengths and needs in a variety of ways. First, the direct instruction will allow for the auditory learner to listen and participate in discussion during story time. This type of learner will also benefit from the specific directions given during each activity. The visual learner will gain knowledge from the story book as well, along with the written numerals on the board. The tactile learner will thrive from the motions to the song as well as the counting of manipulatives during guided

practice. The tactile learner will also benefit during independent practice with the placing and gluing of numbered frogs. It is through modeling that a struggling student can grasp the concept and move on through the lesson.

- c. The classroom demographics as listed in the contextual factors chart in PPAT Task 1 helped me choose these learning activities because I knew I had different students with varying degrees of needs, including IEPs and advanced. Each of my chosen activities I will reach each learner whether they are a visual learner, an auditory learner or a tactile learner. I have also included activities that are easily differentiated. For the independent practice, I might have the students who are struggling, frogs dotted with numbers 1-5 versus the written number only. This would allow them to tag each dot and count aloud to determine order for placement. Whereas students that are exceling would be given the 1-10 worksheet to complete when they finished early.

Refer to the [Task 3 Rubric](#) for Textbox 3.1.3 and ask yourself:

- What rationale does the candidate provide for each learning activity included in the lesson?
- How does the candidate show that the learning activities address the students' strengths and needs and the class demographics?
- Why is the analysis of learning activities **thorough**?

Example 2: Did Not Meet/Partially Met Standards Level

- a. Learning activities I plan on implementing is having the students who picked the way they wanted to learn the content, either by using manipulatives, visual aids, or a higher level of thinking, can then break off and use their choice independently.
- b. These learning activities address the student's strengths and needs by allowing them to have three different choices. It gives the student the option to have the student pick their strongest form of learning and allow the student to work on their needs through their strengths during both whole class instruction and independent work.
- c. Because my math class is grouped from the whole 3rd grade and placed into classrooms based on ability the demographics of the class allows me to give the class three pretty hands on options that could help their learning style. Since the majority of the class is right in the middle of grasping the concept, based on a pre-test given to the whole 3rd grade, they still need some one on one time with the teacher. There are also three special needs students in the classroom at this time, and this allows for a special needs teacher to push into the class and help with not just the special needs students, but all of the students. Because there are two teachers in the same class this helps with availability to work with more students one on one and plan learning activities where students can be broken down into small groups and paired with a teacher during independent work.

Refer to the [Task 3 Rubric](#) for Textbox 3.1.3 and ask yourself:

- What rationale does the candidate provide for each learning activity included in the lesson?
- How does the candidate show that the learning activities address the students' strengths and needs and the class demographics?
- Why is the analysis of learning activities **ineffective**?

Suggestions for Using These Examples

After writing your own rough draft response to the guiding prompts, ask the question, “Which parts of these examples are closest to what I have written?” Then read the 4 levels of the matching rubric (labeled with the textbox number) and decide which best matches your response. Use this information as you revise your own written commentary.

Lastly, using your work and/or these examples as reference, consider what you believe would be appropriate artifacts for this textbox.

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