**Showcase Assignment Justification**

1. **Assignment Title**: Learning Map Assignment
2. **TPE**: TPE 1, TPE 3, TPE 5
3. **TPE Elements**:
   1. TPE 1: 1, 5, 6, 8
   2. TPE 3: 1, 2, 3
   3. TPE 5: 1, 2
4. **Justification and Reflection**:

Completing the Learning Map Assignment from course ITL 512, allowed me to grow in TPE 1: Engaging and Supporting all Students in Learning, TPE 3: Understanding and Organizing Subject Matter for Student Learning and TPE 5: Assessing Student Learning. By utilizing principles of the Universal Design for Learning framework, which incorporates multiple means of expression, representation and engagement, I was able to complete the Learning Map outline for the planning stage of a PK phonics plan. Keeping these three principles in mind in the planning stage of the lesson plan, helped me brainstorm ways to engage learners with different needs, languages, interests and learning preferences, and ways to allow learners to express their learning in a variety of modalities such as visual and kinesthetic modes (TPE 1: 1, 5, 6, 8). I tried to brainstorm ways students could demonstrate their knowledge, using large group and small group activities that were active and hands on. Additionally, when creating this lesson plan, I routed the activities in reaching the Common Core State Standard, “[CCSS.ELA-LITERACY.RF.K.2](http://www.corestandards.org/ELA-Literacy/RF/K/2/)  
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).” While the activities were varied in form, they all allowed for students to work towards mastering this standard. I gained ideas about different games and activities to build awareness of phonemes from some of our course readings, videos in course Padlets and collaboration with a colleague. (TPE 3: 1, 2, 3). In the final part of this project, I was able to assess, through student work and feedback from a colleague, how my students engaged and how they either met or did not meet the standard. I used informal methods such as tracking participation during circle time and more formal methods including marking whether or not each student could generate their own words with the focus letter, and if scaffolding was needed. Using this assessment data was helpful in planning future activities for my students and understanding where each student was at in their phonics development (TPE 5: 1,2).

This assignment challenged my affect, behaviors and cognitions regarding lesson planning. Before I plan activities, I now think of my learners first, including their needs, backgrounds and learning preferences. In addition, I utilize data from previous lessons to drive future lesson plans. My belief that the lesson planning process should begin with your students in mind has strengthened after this activity. Every group of students is different, so tailoring each lesson to their specific interests and levels is needed in order to reach them effectively. This new belief will impact how I continue to do lesson plans, as I will now begin with assessing student characteristics as a foundation for the rest of my lesson plan.

I was inspired from the assessment process. I loved being able to see almost immediately how well or not the skills were grasped by my students. Having a small group center that reflected the skills taught during circle time after the large group lesson was very helpful to hone in to individual students and their learning needs. Doing this has inspired me to immediately do small groups after a circle time that allow me to see at a more micro level how well my students are grasping the concepts. It was amazing to see what my students could do by themselves and how they uniquely applied the skill, with some of them thinking of words in Spanish for our focus letter. I am excited to continue to give students space to apply the concepts in their own ways and with their own backgrounds coming in to play.