

Synthesis Paper

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Overview

The purpose of this paper is to demonstrate my understanding of effective instruction in the classroom. A huge portion of my teaching philosophy is the importance of developing a relationship with each student to make him/her feel a part of the classroom community. I believe this community of learners will allow me to be an effective educator. I want every student in my classroom to reach his/her potential which is reflected in my instruction. My paper will reveal how I will incorporate various instruction methods to meet the diverse needs of my students. In this paper, there are nine different themes addressed in the paper that will demonstrate my understanding of effective instruction in the elementary grade level.

Preview

The first theme is being an effective teacher. There are many elements that make up an effective teacher including patience, kindness, forgiveness, knowledge, and flexibility, etc. The second theme addressed in my paper is understanding my future students. Like I have stated previously, it is vital to establish a relationship with each student to make them feel a part of the classroom community. Students need to feel accepted to be confident in their learning.

As educators, we have standards set by the state we teach in that we must follow to prepare students for the workforce or higher education. As teachers, we develop objectives based on the standards to guide our instruction which is the third theme of the paper. The fourth theme of the paper is lesson planning and unit planning which encompass the pedagogy of instruction. Lesson planning keeps the teacher organized and breaks down the unit into smaller pieces for students' comprehension. Unit planning allows the teacher to have an overall picture of the content that needs to be covered in the year and how it can be broken down into lessons.

Technology can make learning engaging and open a world for students that they have never known. Today, it is essential for students to understand how to use technology effectively as most jobs require the use of technology. The fifth theme discussed in the paper is question strategies and how questioning impacts the understanding of content. Questioning helps the teacher understand what the student understands but also guides them in the right direction in their learning.

Direct and indirect instruction are discussed in the paper. Direct instruction allows the teacher to provide the information to students. It is an effective mode of instruction when students can participate in the lesson. Indirect instruction allows students to investigate a concept, and the teacher's role is to guide students in the right direction in their learning. Both types of instruction are effective when taught with the students in mind.

There are two types of assessments: formative and summative. Formative assessments allow the teacher to assess students during the lesson and adjust instruction to help accomplish the goal of the lesson. Summative assessments allow the teacher to determine if the student learned the material in the lessons. Performance assessments allow students to be creative and show everything they learned in a unit.

The Effective Teacher

As an education major, I want to be an effective teacher who has a positive impact on my students' lives. I want to inspire my students to reach their dreams. I want to make learning relevant to my students, so they are engaged in the material they are learning. I want to incorporate different teaching strategies to reach the wide variety of learning styles of my students. If students are bored or unsure after I teach a lesson, I want to be the teacher who adjusts my teaching, so my students can succeed.

Looking back at the first “Reflection Paper” assignment in Appendices A, I want to be a teacher who builds a positive relationship with my students like Mrs. Brilz. Mrs. Brilz got to know every student in her classroom and make them feel a part of her classroom community. She understood how to help a student calm down when they were upset, and she always stayed calm. She was excited about learning which made the students excited to learn.

I also discussed the strong character of my mother in the first “Reflection Paper.” When difficulties arise in my teaching career, I want to be strong and not give up like her. She is a hard worker and doesn’t complain about the work that needs to be done. She also doesn’t let life’s setbacks tear her down. Instead, she moves forward towards the goal.

The two role models I discussed in my first reflection paper resemble the kind of teacher I want to be. I want to be a kind, nurturing teacher who isn’t overwhelmed by the chaos in the classroom. I want to be a teacher who enjoys learning in the classroom with my students. I’m not going to give up on my students who are struggling. I will persevere and teach differently to make the concept more relatable to the students.

Understanding Your Students

My favorite teachers in school were the teachers who got to know me. I felt valued as a student when my teachers knew details about me such as my hobbies. As a teacher, I want to get to know each student in my classroom, so they can learn to trust me. I want my classroom to be a community where students feel accepted. I don’t want any of my students to ever feel scared to come to school.

As shown in Appendix B, I want students to get to know their teacher but also their classmates. The classroom web activity will allow students to get to know what one another. The activity will allow students to show one another respect as they listen to the responses they give

to the questions. Students will feel they know more about their classmates and their teacher after the activity. The classroom web can be posted on the classroom wall throughout the room to symbolize that we need to build one another up otherwise our classroom won't be a stable community.

I want students' families to also be involved in the classroom because they are a huge part of the students' lives and greatly impact students' academic success. When families are involved, it connects school and home. Learning is more meaningful when families are involved in a child's education. As the teacher, I want to work with the family to help my students succeed.

Goals, Standards, and Objectives

Goals, standards, and objectives are vital in classroom instruction because they guide the teacher's instruction. They help the teacher organize all the skills and concepts students need to master throughout the school year. Goals are important for helping me stay focused on what students need to learn. Standards allow me to know exactly what I am required to teach my students, so they can advance to the next grade. Objectives keep my lessons focused and demonstrate exactly students are going to master a standard.

In Appendix C, I created a lesson plan which includes the standard I am teaching and the objective I created to demonstrate how students are going to accomplish the specific standard. The standard I addressed in the lesson was the student using the text to decipher the meaning of a word. My objective for the lesson was, "By the end of the lesson, the students will be able to apply their knowledge of context and pictures clues to construct the meaning of the week's vocabulary words." If I was asked by my principal what I would be teaching, I would be able to explain exactly what I was teaching and how I was going to be teaching the lesson.

As a teacher, I need to stay organized with my lesson ideas, so my students will meet the standards for the next grade because it is my responsibility. Goals and objectives will guide my instruction and ensure students are successful. I will list the goals, objectives, and standards in my planner, so I am prepared to teach and don't confuse my students. Although planning lessons seems overwhelming, goals, standards, and objectives will ensure my students are learning everything they need to know in the grade.

Unit and Lesson Planning

Lesson and unit planning are essential components of teaching. Teachers need to stay organized and meet goals throughout the year. Unit planning allows the teacher to look at the big picture of what the year will look like. Lesson planning will allow the teacher to put more detail into how the unit plans will be accomplished. As a teacher, I want to ensure I complete detailed unit and lesson plans, so I am not overwhelmed about all the content I need to teach and for my principal who makes sure I am teaching what the students need to learn in the specified grade.

In Appendix D, I included the unit plan I created with some classmates that includes multiple subjects under the theme of Native Americans. Unit planning allows students to make connections between different subjects. In the unit plan, we included the standards for each subject and the steps for how we could conduct the lesson. Although it isn't detailed, the unit plan guides our lesson planning for the week.

As a teacher, I want to stay organized and not feel overwhelmed with the content I need to teach. Unit and lesson planning will provide a focal point for my teaching and ensure I cover all the content. I want to collaborate on unit planning with teachers in the same grade level, so we can work together to teach standards effectively. Collaboration allows me to expand my skills as an educator.

Technology Integration in Instruction

Technology opens doors that we could have never imagined. It allows us to explore the world around us. Learning can be made for engaging with the use of technology. Technology can enhance lesson when used properly. As a teacher, I want to use technology in my classroom to allow students to explore new concepts and show what they have learned.

The technology integrated lesson which is featured in Appendix E incorporated technology. The technology allows students to explore different habitats around the world without even leaving the classroom. Students use cardboard viewers to go on a virtual field trip where they get to learn about the different habitats. The technology in the lesson makes learning more engaging as students get to see a 360-degree image of a habitat. It allows the students to feel like they are visiting the habitat.

Today, technology is always being improved, and students need to be prepared to use the different technology when they enter the workforce. As a teacher, I need to prepare my student to use technology effectively to accomplish a goal. I also need to stay up to date with the latest technology, so I can use it to teach more effectively. I want students to connect more with a lesson using technology.

Questioning Strategies

Questioning is an important strategy teacher need to master. Teachers use questioning to access what students know, so they can adjust their instruction. As a teacher, I need to teach my students to ask good questions, so they can learn from the material. Good questioning also allows my students to connect with the material they are learning.

In Appendix F, I included the questions I developed different questions use throughout the lesson. The questions allow me to check student's understanding, learn what they already

know, get them back on track with their assignment, and help students think about a concept more critically. The question went along with an English Language Arts lesson I created for Practicum. In the lesson, I taught the students to make predictions using text clues and their background knowledge. Good questioning skills allow students to gain more understanding during a lesson and allow the teacher to understand the student's thought process.

Teaching Strategies for Direct Instruction

Direction Instruction is a teaching strategy where teachers provide students with the information they need to learn about a certain concept. Students usually write notes or complete a worksheet after the lesson. However, I want to make my direct lessons engaging for my students by having them participate throughout the lesson. I believe there are times when students need to be given the information, so they can understand a concept. But, students can still be actively involved in a direct instruction lesson plan, so they can make connections with the concepts taught.

Appendix G includes the direction instruction lesson plan I created for my Practicum. In the lesson, I am teaching students about figurative language. In the intro of my lesson, I show students Disney clips that display figurative language. The Disney clips allow students to make connections between figurative language and movies they have seen containing figurative language. During the explore portion of my lesson, I have students help me find examples of figurative language in the story. Even though I directly teach students what figurative language is, I have them actively participate in the lesson.

Teaching Strategies for Indirect Instruction

Indirect Instruction allows children to explore a new concept on their own. The teacher doesn't just give students the information, they must find it themselves. Learning can be more

engaging when students are given the responsibility to learn about a topic because they must actively participate. As a teacher, I want to incorporate indirect instruction in my classroom because it allows instruction to be student-centered. Students can learn about what interests them, and the teacher guides them in their learning.

In my indirect lesson plan located in Appendix H, students are learning about animals and how they differ from one another. Instead of just giving students the information, they must discover the information on their own. They are given the responsibility to learn. Students use the internet and books to compare animals which is more engaging than listening to a lecture.

Assessing Learners

Assessments are vital in education because they show what a student has learned throughout a lesson or unit. They allow teachers to adjust their teaching to help students better grasp a new concept. Assessments allow the teacher to help individual students who are struggling. Tests also inform the teacher which students are meeting the objective he/she has developed for the lesson.

There are many different types of assessments a teacher can conduct. The assessment I developed is a performance assessment where students create a book commercial. The book commercial allows me to assess whether students understand the main idea, setting, and characters of a story. It is more exciting for students to create a video than to sit down and take a written test. Students can be creative which lets the teacher understand exactly what the student knows about the book.

Although formal tests will need to be given, I want to incorporate performance assessments into my instruction because they allow me to get a better picture of a student's understanding of a standard than a written test. Performance assessments are also more exciting

for students to take. I will also be conducting different types of formative assessments throughout my lessons to guide my teaching. Formative assessments will allow me to work with students who are struggling with the concept being taught.

Conclusion

The nine themes discussed in the paper reveal the type of teacher I want to be and how I want to teach my students. I share in “The Effective Teacher” section how I want to be a compassionate teacher who doesn’t give up on my students. The “Understanding Your Students” section of my paper shares how I want to create a classroom community where all my students feel they belong and are safe. The “Goals, Standards, and Objectives” portion of the paper displays how I want to write good objectives to guide my teaching, so I effectively teach the required standards. “Unit and Lesson Planning” portion of the paper reveals how I value unit plans for guiding my instruction for the year and that I will create detailed lesson plans to teach effectively. I share my love of technology in the “Technology Integration in Instruction” part of the paper and how technology can inspire students. The “Questioning Strategies” portion of the paper goes into detail how important I believe questioning is when developing lesson plans as questions allow teachers to better understand the student’s learning. In “Teaching Strategies for Direct Instruction”, I write about the importance of getting students involved in a direct instruction lesson, so they can make connections with the lesson. My appreciation for student-driven instruction is displayed in the “Teaching Strategies for Indirect Instruction” portion of my paper. Finally, I share how important assessments are for evaluating students’ learning in the “Assessing Learners’ segment of the paper.

Although my future classroom will contain desks for each student, I want students to use the whole room for learning. I will allow students to sit at different areas of the room when

working on assignments because I understand how difficult it is to sit in one spot for a long period of time. I am going to include different subject bulletin boards throughout the room as a visual representation of the concepts we are learning. My classroom will contain two large group areas where students will sit for whole group time. In my classroom, I will have a bulletin board for students to share pictures of their family and friends. I want students to feel at home in my classroom, and it is a place where they belong.

Appendix A

Looking at the quote from Quintilian, a couple of people come to mind when I think of people who I want to imitate both in the education field and personally. Mrs. Brilz is a first-grade teacher who I worked with when I was a work-study student at Northridge Elementary. I would like to imitate her as a teacher because she is a very kind, positive teacher who wants to see each of her students succeed. I would like to imitate my mother personally because she is a very strong woman who stands firm in her beliefs. She does not back down from a challenge and perseveres.

Mrs. Brilz encouraged me to pursue education as a career field when I wasn't sure what career path I should take. She saw talents in me that I had never noticed before she pointed them out. Not only did she encourage me, but she encourages all her students to try their best and grow both academically and personally. Mrs. Brilz cares about each one of her students and provides the resources and tools to help students who need the extra help.

Mrs. Brilz is a very positive teacher who doesn't get easily frustrated when her plans get changed. She is very flexible and doesn't let changes in the day perplex her. I believe this is a very important component of an elementary teacher because things don't always go as planned. When a student displays negative behavior, she stays calm and works with the child to steer him or her in the right direction. She also doesn't let the child's negative behavior impact her mood or her teaching which is vital for working with children.

Mrs. Brilz feeds off the energy of her young students to make learning fun which I want to imitate as a teacher. She is excited about learning which the students respond too. She wants to make learning exciting for her students and use different teaching methods to make sure she is

reaching every student in her class. As a future teacher, I want to have the same enthusiasm Mrs. Brilz has for learning to inspire my students.

Mrs. Brilz creates a caring, nurturing environment for her students which I believe is vital for children. Students know she cares about them and wants the best for them. She gets to know all her students and their different personalities. When I would work in her classroom, many times her past students would stop by at the end of the day to say hello because they built a relationship with her. Relationships are vital in teaching because students learn best when they know they can trust their teacher. As an elementary student, not all my teachers made me feel secure in the classroom which made learning difficult at times. I want to ensure I create a safe environment for my students to grow as Mrs. Brilz has in her classroom.

My mother is another person who I want to imitate as she is very confident in who she is and doesn't let others' opinions of her weigh her down. She stands up for what she believes in no matter what another person may think. If she believes something is wrong, she will point it out instead of avoiding the problem. My mother has a strong character which I would like to imitate as she doesn't let fear dominate her life.

My mother is a very hard worker and rarely ever takes a break. She helps my father outside with farm work and makes sure the household chores get done. She never complains about the work and completes the tasks that need to be done for the farm to succeed. I want to have the same drive to work hard to provide for not only myself but others as well like my mother.

My mother went through a tragedy as a young child, but she has not let it set her back. She does not dwindle on what occurred in the past but works hard to provide for her family. She also doesn't let the tragedy hold her back from accomplishing her goals. I believe the tragedy

made her the strong woman she is today who loves her family more than anything. I want to exhibit that same strength through adversity as my mother has done.

Mrs. Brilz and my mother have both made a big impact on my life with their character. They both exhibit qualities that I want to display to my future students. Mrs. Brilz is a caring teacher whose enthusiasm for learning rubs off on her students. My mother is a strong woman who doesn't let others impact her confidence. These two women inspire me to help my students grow to their full potential.

Appendix B

I like this idea of creating a classroom web, and I have done it before with a group of students. It is a great way for the teacher to get to know the students in his/her classroom and for the students to get to know their teacher. Students throw a ball of yarn around the room and answer questions the teacher asks. A different color string can be used for each question the teachers asks. The result is a unique “web” of yarn that doesn’t look the same any two years which resembles how a teacher’s class is never the same from year to year. The idea I want students to get from this activity is that we are all unique individuals with different ideas, but we are all connected as a class. We work together and uplift one another to make our classroom or “web” strong; otherwise, our classroom or “web” will fall apart.

1. Students will come to the large group area where they will be instructed to create a large circle. Each student will be given a shower ring to hold the different colors of string.
2. The teacher will inform students that they will be answering questions about themselves, so they can get to know one another better. The teacher will also go over expectations on how the ball of yarn should be thrown and handled.
3. The teacher will model the activity by answering the first question and throwing the ball to a student. The teacher will also remind students to be respectful of one another and look for some things they have in common with their classmates. Some example questions are as follow:
 - a. What was the most exciting thing you did this summer?
 - b. If you could be any animal, what would you be?
 - c. What is your favorite pizza topping?
4. Every student will be given a chance to answer the questions along with the teacher.

5. When the first question is completed, the class can continue with the next ball of yarn and answer the next question given by the teacher.
6. When the class has answered about three to four questions, the teacher can ask the student to look at what they created with the yarn. “See how we created a “web” of yarn?” “This web resembles our classroom and how we are all connected.” “We need to keep our “classroom web” strong by supporting one another; otherwise, it will fall apart.”

References

Walker, M. (n.d.). *Top 5 Ways to Get to Know Your Students*. Retrieved from Scholastic:

<https://www.scholastic.com/teachers/articles/teaching-content/top-5-ways-get-know-your-students/>

Appendix C

<p>Grade: 3rd Grade</p>	<p>Subject: Language Arts</p>
<p>Materials: <i>Somebody Loves You, Mr. Hatch</i>, Anchor Chart, Students' Vocabulary Folders, Pencils, Marker, Tape and Pictures Representing Vocabulary Words</p>	<p>Technology Needed: N/A</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<p>Standard(s) 3.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>Differentiation</p> <p>Below Proficiency: The student will be able to identify the meaning of three of the vocabulary words using their knowledge of context and pictures clues.</p> <p>Above Proficiency: The student will be given a more challenging set of words to identify the meaning of using their knowledge of context and pictures clues.</p> <p>Approaching/Emerging Proficiency: The student will be able to identify the meaning of all vocabulary words using their knowledge of context and pictures clues.</p> <p>Modalities/Learning Preferences: The students will share with one another when someone else was kind to them. Students will use their fingers to show their answer to the teacher. Students will snap their fingers when they hear one of the vocabulary words while the teacher is reading. The students will share what they think is the book clue with a partner. The students will write down their own definition in their notebook. The students will have the actions and visuals to remember the vocabulary words.</p>
<p>Objective(s) By the end of the lesson, the students will be able to apply their knowledge of context and pictures clues to construct the meaning of the week's vocabulary words.</p> <p>Bloom's Taxonomy Cognitive Level: III. Apply</p>	
<p>Classroom Management- (grouping(s), movement/transitions, etc.) Students will be respectful to the teacher and one another. Students will travel around the room calmly and without talking.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will listen while their partner shares with them. Students will participate throughout the various parts of the lesson.</p>

<p>Students will raise their hand when they want to speak during large group.</p>	<p>Students will raise their fingers appropriately when they answer the part of speech. Students will write down their own definition of the vocabulary word and not wait for the teacher to give the answer. Students will conduct the movements for the vocabulary words appropriately.</p>
<p>Minutes</p>	<p>Procedures</p>
	<p>Set-up/Prep: The teacher will write down the vocabulary words on sticky notes to use a reference. Students will have their vocabulary folder ready along with a pencil. The teacher will have the visuals and movement ideas for the lesson prepared ahead of time.</p>
<p>3</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning/stimulate interest /generate questions, etc.) Students will gather at the back of the room near the anchor chart with a pencil and their vocabulary folder. “Today, we are going to read a wonderful book called <i>Somebody Loves You, Mr. Hatch</i>. But before we get started, I want each of you to turn to someone next to you and share one time when someone else was kind to you.” Students will turn and talk to their partners. “I will ask three of you to share how someone else was kind to you.” “Thank you so much for sharing, this story is how one mysterious gift changed Mr. Hatch.”</p>
<p>5</p>	<p>Explain: (concepts, procedures, vocabulary, etc.) “Our mentor story of the week is <i>Somebody Loves You, Mr. Hatch</i>. I want you to snap your fingers when you hear one of our vocabulary words. Our vocabulary words this week are sharp, fluttered, recovered, supervisor, occurred, and mend.” The teacher will read <i>Somebody Loves You, Mr. Hatch</i> to the classroom and emphasize the vocabulary words with his/her voice. The teacher will encourage all students to pay attention to the story and snap their fingers when they hear the vocabulary word. Vocabulary Words: sharp, fluttered, recovered, supervisor, occurred, and mend Lesson Plan Idea from: Ideas by Jivey-<i>Somebody Loves You, Mr. Hatch</i> Mentor Text Unit</p>
<p>10</p>	<p>Explore: (independent, concrete practice/application with relevant learning task - connections from content to real-life experiences, reflective questions- probing or clarifying questions) “Let’s fill out our anchor chart with our weekly vocabulary words. Although you need to fill out your anchor chart, I want you to actively participate in the lesson. Remember, you only need to fill out the parts of speech and definition section.” The teacher will start with the “Part of the Speech” section of the anchor chart. The teacher will re-read the sentence and ask the students the part of speech of the vocabulary word. “Remember to think why before I call you.” Students will record their answer on their fingers as follow: one finger means noun, two fingers mean adjective, three fingers mean verb, and four fingers mean adverb. The teacher will call on a student to share their answer and why he/she believes the word is a certain part of speech. The teacher will then move onto the “Book Clues” section of the anchor chart. The pages will be marked with the vocabulary word for easy reference. The teacher will read the sentence again and provide prompts to guide students in using text to decipher meaning. “Turn to the person next to you and share what you believe is the book clue.” The teacher will call on students to provide the text clue from the book. “Remember to not give the definition of the word but the book clue.” Finally, the teacher will prompt students to create the class definition of the vocabulary word. The teacher will have students write down their own definition of the vocabulary word. Students will be called upon to share their definition of the vocabulary word. “Is your vocabulary word similar to your classmate’s?” The teacher will go through one word at a time and not fill out all the sections at the same time. Lesson Plan Idea from: Ideas by Jivey-<i>Somebody Loves You, Mr. Hatch</i> Mentor Text Unit</p>
<p>2</p>	<p>Review (wrap up and transition to next activity): “Let’s go over the vocabulary words.” The teacher and students will review the vocabulary words. To help students remember the vocabulary words, the teacher will create references for students to remember the words.</p> <ul style="list-style-type: none"> • For verbs, the teacher will create a movement for students to physically act out the vocabulary word.

	<ul style="list-style-type: none"> For nouns and adjectives, the teacher will have a picture as a visual representation on the anchor chart. The teacher will encourage students to use the movement and visual representation when reciting the definition of the vocabulary word. “Remember I was kind enough like Mr. Hatch to give you some clues about the definitions of the vocabulary words, so please use them!”
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> Progress monitoring throughout lesson (how can you document your student’s learning?) The teacher will be able to informally access students by listening to their conversations with classmates. The teacher will listen to the responses of students who share with the class and access their knowledge. If a student is incorrect, the teacher will be able to clear the student’s confusion. 	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>The teacher will review the student’s vocabulary folder to ensure they are following along with the lesson. At the end of the unit, the students will be given a unit exam to test their ability of using context to determine the meaning of a word.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	

Appendix D

Grade: 4th Grade

Unit Topic: Cooking with the Native Americans

Course/Discipline: Language Arts, Math, Social Studies and Science

Approximate Time Required: Three Weeks

Main Purpose of the Unit Study: The purpose of this unit is to ensure students recognize how cooking incorporates many elements including mathematics, social studies and geography, science, and writing. Students will develop skills for planning, measuring, finding background information, and writing a food review on a recipe.

Performance Objectives: By the end of the unit, students will compose a food review on one of the global foods created by writing three paragraphs.

By the end of the lesson, students will compare technology methods for cooking today with past methods through discussion with peers.

By the end of the lesson, students will identify how foods are preserved today through fruit experiment.

By the end of the lesson, students will have reviewed fractions and measuring.

By the end of the lesson, students will have knowledge of common Native American foods.

Lesson Outlines:

1. Introduce recipe of choice
 - a. Blueberry and Peach Salsa
 - b. Explain how simple ingredients and preparation was in the early history
2. Culture or tradition behind the recipe
 - a. Common Native American food
 - b. Methods of how they prepared food
3. Compare to how the recipe would currently be made

- a. Introduce new technologies or utensils
 - b. Ask which way you would prefer to make the recipe
4. Introduce experimental preservation comparison
 - a. Speak about refrigerator
 - b. Touch on how early humans preserved food
5. Carry out preservation experiment
 - a. Place the peach sample in the fridge
 - b. Place peach samples in environment incorporated with early preservation conditions
6. Review fraction concepts
7. Introduce fractions and measurements within the recipe
 - a. Introduce measuring tools and utensils
 - b. Limit utensils and tools
 - c. Relate tools to required measurements within the recipe
 - d. Experiment with having to convert fractions based on limited measuring tools
8. Finish recipe
9. Look over food review examples online or in magazines
 - a. Identify main aspects of a good review
 - b. Review three components of writing-introduction, body, and conclusion
10. Assign independent writing food review on the recipe
 - a. 3 paragraphs on salsa

Procedures and Activities:

1. History
 - a. Students will understand the importance of culture of the Native Americans.
 - b. Explain how Native Americans contributed to the history of North Dakota by food.
 - c. Research different recipes that Native Americans have.
2. Science
 - a. See the results of chemical preservation by comparing a fruit with preservatives and organic by having them sit out for a week in the class
 - b. Look at age-appropriate science articles on how technology has simplified cooking
3. Math
 - a. Learn the fractions used for creating food
 - b. Practice converting equivalent fractions based on recipe and utensils
4. Writing
 - a. Look at food reviews created by peers or professionals
 - b. Create a food review based on one of the foods created from another culture.

Instructional Aide and Resources:

1. Use of internet for research
2. Use of computer for typing food review and researching food reviews
3. Food magazines with food reviews

Evaluation:

1. Final draft of written food review
2. Write a hypothesis on how fruit will change with/without preservatives
3. Formative assessment on fractions

Standards:

Science

4.7.2 Identify ways in which science and technology have greatly improved human lives (e.g., food quality and quantity, transportation, health, sanitation, communication)

Language Arts

4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

b. Provide reasons that are supported by facts and details.

c. Link opinion and reasons using transitional words and phrases (e.g., for instance, to, in addition).

d. Provide a concluding statement or section related to the opinion presented.

Mathematics:

4.NF.1 Using visual fraction models, explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $(\frac{nn}{XX} \frac{aa}{aa}) (\frac{nn}{nn} \times \frac{bb}{bb})$.

Use this principle to recognize and generate equivalent fractions. Attention should focus on how the number and size of the parts differ even though the two fractions themselves are the same size.

Social Studies

Standard 6: Students understand the importance of culture, individual identity, and group identity.

4.6.2 Explain the contributions of various ethnic groups (e.g., Native Americans, immigrants) to the history of North Dakota (e.g., food, traditions, languages, celebrations)

Recipe Sample:

BLUEBERRY AND PEACH SALSA

Blueberries have and continue to be a major food source for Great Lakes Region Indian communities in the summer; peaches don't have the history or tradition but grow especially well in the tribal regions on the eastern side of Lake Michigan.

- 1 cup blueberries
- 1 cup diced peaches
- 1-2 cups diced tomatoes
- 2 minced green onions
- 1 lime
- Salt and pepper to taste
- 1-2 cloves minced garlic (optional)
- 1 tablespoon minced cilantro (optional)

Another simple recipe. Simply mix the ingredients and serve with your favorite tortilla chips.

Math Supplies:

$\frac{1}{4}$ cup measuring cup

$\frac{1}{2}$ tablespoon measuring spoon

Appendix E

Grade: 2 nd Grade		Subject: Science	
Materials: <ul style="list-style-type: none"> • Graphic Organizer for Notes • Pencils 		Technology Needed: <ul style="list-style-type: none"> • Apple iPhones or Android Smartphones • Expeditions App • Cardboard Viewers • Chrome Books 	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic 	
Standard(s) 2.4.2. Identify various things that are found in different environments (e.g., cactus, lizard – desert; shark, coral- ocean)		Differentiation Below Proficiency: Students will be able to write six notes about their zoo animals’ habitat with the assistance of a paraprofessional.	
Objective(s) By the end of the lesson, students will be able to apply their knowledge of habitats to research the environment of their zoo animal.		Above Proficiency: Students will be able to aid their classmates who have questions or who are struggling with their research. The students may also find additional facts about their zoo animal.	
Bloom’s Taxonomy Cognitive Level: Applying		Approaching/Emerging Proficiency: Students will be able to find six notes about their zoo animals’ habitat independently.	
Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: Students will get to experience the different climates by going on a virtual reality field trip. The graphic organizer is a visual representation of the student’s research. • Auditory: Students will get to hear the teacher describing the different climates as a guide. 			
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • Students will treat one another with respect. • Students will be respectful to the teacher. • Students will not speak unless they have their hand raised. • Students will use their walking feet in the classroom. • Students will have a voice level 2 in the classroom unless specified. • Students will use the technology properly or will lose the opportunity to use it. • Students will keep their hands to themselves. 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules, and expectations, etc.) <ul style="list-style-type: none"> • Students will use two hands to hold the cardboard viewers. • Students will not walk around the room with the cardboard viewers on their face. • Students will walk with their Chrome Books and hold them with both hands. • Students will use their computer time wisely by working on their research. 	
Minutes	Procedures		
	Set-up/Prep: The teacher will have the Expeditions app downloaded on the iPhones. The teacher will have the smartphones in the cardboard viewer for the students. The teacher will know how to use the app and		

	connect smartphones to the virtual field trip. The teacher will already have a Google Classroom set up for the class, and a document prepared ahead of time listing the websites students can use for research.		
2	<p>Engage: (opening activity/ anticipatory Set – access prior learning/stimulate interest /generate questions, etc.)</p> <p>Students will gather at the large group area on the carpet in the back of the room.</p> <p>“Today, we are going to go on a virtual field trip! We are going to visit the different habitats around the world, so you know the environment of your zoo animal. Turn to someone next to you and share what you think is in your zoo animal’s habitat.”</p> <p>The teacher will give students thirty seconds to share with their classmate.</p>		
20	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>“A habitat is the natural home of an animal. The habitat of an animal native to Bismarck would be flat land along with cold winters and warm summers. Let’s explore the different habitats around the world using these virtual reality cardboard viewers. Remember, Miss. Mehlhoff bought these cardboard viewers with her own money, so you need to use them properly, or you will not get to use them. You need to use two hands to hold them and be careful where you step, so you do not bump into anyone. Okay, who is ready to go on a field trip?”</p> <p>Each student will be given a cardboard viewer with a phone inside to follow along with the virtual field trip. The cardboard viewer allows the student to see a 360-degree picture of a certain habitat and includes notes for students to read in the picture. In the guide view, the teacher can provide details about the habitat to the students and ask questions about the habitat varying in difficulty. When the virtual field trip is over, the students will hand the cardboard viewers back to the teacher.</p>		
15	<p>Explore: (independent, concrete practice/application with relevant learning task - connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>“Wow, wasn’t that a great field trip! We got to go around the world to look at different habitats! Now, I want you to grab a Chrome Book, sit at your desk, and log-in. You need to follow my instructions one step at a time, so do not go to any other websites. With the laptop, I want you to go to our Google Classroom homepage and find the “PBL Zoo Project Research” page. In this document, I have the websites you can use for your research on the zoo animal you have chosen. The websites are categorized into the different zoo animals you could have chosen and the different questions you need to answer. Today, you are only going to visit the websites that relate to your zoo animal and answer the question about your zoo animal’s habitat. You are going to fill out the graphic organizer with your research on your zoo animal’s habitat. Remember, habitat is the natural home of an animal. You should have six notes after today on your zoo animal’s habitat. Remember, your notes do not need to be sentences. Are there any questions?”</p> <p>The teacher will go around the room to make sure students are correctly completing their notes and help students if needed. When the time for research has ended, students will put away the Chrome Books properly.</p>		
2	<p>Review (wrap up and transition to next activity):</p> <p>Students will sit at the back of the classroom in the large group area.</p> <p>“Today, students we went on a virtual field trip where we got to explore the habitats around the world. Remember, habitat is the natural home of an animal. There are different habitats such as grasslands, oceans, wetlands, rainforests, deserts, and temperate forests. With the person next to you, share the habitat of your zoo animal.”</p> <p>The teacher will give students thirty seconds to share with their classmates.</p> <p>“I will ask three volunteers to share the habitat of their zoo animal.” After the students share the habitat their zoo animal lives in, the teacher will ask details about the certain habitat.</p> <p>“Great job today, boys and girls! You may go to your desks but remember to keep your research notes in your PBL folder because we will be continuing to research our zoo animals.”</p>		
	<table border="1"> <tr> <td> <p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> Progress monitoring throughout lesson (how can you document your student’s learning?) <p>The teacher will walk around the room to check students’ research notes and determine if they are on the right track. The teacher can ask students question about their animals’ habitat to determine the students’ understanding of a habitat. If some students are struggling, the teacher can</p> </td> <td> <p>Summative Assessment (linked back to objectives, END of learning)</p> <p>When students complete their research, they will write two paragraphs discussing the habitat of their zoo animal. The two-paragraph informative paper will be a part of the PBL relating to students choosing a zoo animal for the Dakota Zoo.</p> </td> </tr> </table>	<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> Progress monitoring throughout lesson (how can you document your student’s learning?) <p>The teacher will walk around the room to check students’ research notes and determine if they are on the right track. The teacher can ask students question about their animals’ habitat to determine the students’ understanding of a habitat. If some students are struggling, the teacher can</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>When students complete their research, they will write two paragraphs discussing the habitat of their zoo animal. The two-paragraph informative paper will be a part of the PBL relating to students choosing a zoo animal for the Dakota Zoo.</p>
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> Progress monitoring throughout lesson (how can you document your student’s learning?) <p>The teacher will walk around the room to check students’ research notes and determine if they are on the right track. The teacher can ask students question about their animals’ habitat to determine the students’ understanding of a habitat. If some students are struggling, the teacher can</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>When students complete their research, they will write two paragraphs discussing the habitat of their zoo animal. The two-paragraph informative paper will be a part of the PBL relating to students choosing a zoo animal for the Dakota Zoo.</p>		

take note and make time to work with the students on their research in a group.

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Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

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Appendix F

Key Ideas and Details R (1-3)

Read closely to determine what the text says explicitly and to make logical inferences from it.

Getting interest and attention: What are the characteristics of a leprechaun? We are going to read a story about leprechauns, and I want everyone to think about their characteristics.

Diagnosing and checking: What text evidence can use provide to prove your prediction?

Recalling specific facts or information: What two components do you need to back your prediction?

Managing: Are you completing your prediction?

Encouraging higher-level thought processes: Who would like to create their own prediction on what is going to happen next in the story?

Structuring and redirecting learning: Now that we have looked at the first component of making predictions, are we ready to learn the second component?

Allowing expression of affect: Are there any questions about using text clues and background knowledge to back a prediction?

Appendix G

Grade: Third Grade		Subject: Language Arts	
Materials: <ul style="list-style-type: none"> • <i>Fiona's Luck</i> • Mentor Sentence Notebook • Scissors • Pencil • Glue 		Technology Needed: <ul style="list-style-type: none"> • Laptop • Projector • PowerPoint Presentation 	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic 	
Standard(s) 3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language		Differentiation Below Proficiency: Students will be able to determine the literal meaning of four figurative sentences with the assistance of a paraprofessional. Above Proficiency: Students will be able to create three of their own figurative sentences pertaining to the story, <i>Fiona's Luck</i> . Students may also choose to help students who are struggling with the assignment. Approaching/Emerging Proficiency: Students will be able to determine the literal meaning of four figurative sentences independently. Modalities/Learning Preferences: <u>Auditory:</u> Students will be able to hear the teacher read the story. The students will get to listen to the Disney songs that contain figurative language. <u>Visual:</u> Students will get to write down the actual meaning of figurative sentences. Students will get to see the visual representation of picturing the phrase. Students will be able to see the PowerPoint presentation.	
Objective(s) By the end of the lesson, students will be able to apply their knowledge of literal and figurative language to find the literal meaning of a figurative sentence. Bloom's Taxonomy Cognitive Level: III. Applying			
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • Students will be respectful to their classmates and their teacher. • Students will raise their hand when they want to speak. • Students will use their walking feet in the classroom. • Students will speak at a level 2 voice unless otherwise specified. • Students will responsibly use their school materials. 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules, and expectations, etc.) <ul style="list-style-type: none"> • Students will raise their hand if they want to share their answer. • Students will be quiet when the teacher is reading. • Students will not visit when watching the Disney video clips. • Students will actively participate in the lesson and offer their ideas. • Students will use their independent work time wisely to complete the assignment. 	
Minutes	Procedures		
Set-up/Prep:			

	<p>The teacher needs to have read the story, <i>Fiona's Luck</i>. The teacher will need to print out the interactive notebook activity where students distinguish between literal and figurative language. The students will need their mentor sentence notebook, glue, pencil, and scissors. The teacher will have a Picture It poster for students to reference. The teacher will need to have the PowerPoint presentation prepared for the lesson.</p>
2	<p>Engage: (opening activity/ anticipatory Set – access prior learning/stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • Students will sit on the carpet in the front of the room near the whiteboard. • “Miss. Mehlhoff loves Disney movies. So, I am going to show these Disney clips which contain figurative language. So, pay attention to the words in these songs.” • The teacher will play these Disney songs which contain figurative language. Afterward, the teacher will provide a few examples of figurative language from the video. • The teacher will display the PowerPoint slide with all the examples of figurative language in the Disney clips. https://youtu.be/Be2BR8fNZ_Q
10	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • “Today, we are going to learn about figurative language and why it differs from literal language. Figurative language is the words or phrases that differ from their actual meaning. Literal language means what it says. We use figurative language all the time especially teachers. For example, teachers may say, ‘Be as quiet as a mouse’ or ‘I’m as busy as a bee.’ How many of you have told your siblings to stop bugging you? These are all examples of figurative language.” • The teacher will display the PowerPoint slides where the definitions of figurative and literal language are stated. • The PowerPoint will display the PowerPoint slide where the sentence from the book is typed. “If you are unsure whether a phrase is figurative, stop and picture the phrase. Take a second to picture each word in the phrase and then the words together in the phrase. Then, you can make a good guess about what the phrase means, keeping in mind the rest of the text. For example, in the story <i>Fiona's Luck</i>, the book states, ‘If there was an extra sparkle to the sunshine, and the grass glowed greener than before, well, it was only to be expected.’ ‘The grass glowed greener than before’ phrase uses figurative language.” • The teacher will refer to the “Picture It” poster and display the next slide on PowerPoint. “Grass doesn’t glow like a nightlight. The author is stating the grass turned a darker green and looked healthier. So, if you are confused if a phrase is a figurative language, create a picture in your mind of the phrase. • “Now, we are going to read a few pages from <i>Fiona's Luck</i>, find the figurative language, and determine what the figurative language means. When you hear figurative language, I want you to snap your fingers. Then, we will determine if the phrase is figurative language. Finally, we will find the literal meaning of the figurative phrase.” • The teacher will read three to five pages of <i>Fiona's Luck</i> and determine the figurative language. Idea from <i>The Reading Strategies Book</i> by Jennifer Serravallo
6	<p>Explore: (independent, concrete practice/application with relevant learning task - connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • The PowerPoint slide with the list of materials will be projected on the board. • “Now, you are going to practice finding the literal meaning of a figurative sentence. One of my team captains is going to hand out the interactive notebook activity where you are going to write the literal meaning of the sentence. You are going to cut out the page like we have cut out the previous interactive notebook activities. Underneath each flap is where you are going to right the literal meaning of the figurative sentence. You are going to need your scissors, glue, pencil, and mentor sentence notebook for this activity. You may now walk to your desks.” • When the students have their interactive notebook activity pasted in their mentor sentence notebook, the teacher will find the literal meaning of the first figurative sentence together with the class. The teacher will also instruct the students to write the definition of figurative and literal language on the interactive notebook activity.

	<ul style="list-style-type: none"> • The teacher will walk around the room to observe the students’ work and determine if they need assistance. If a student is struggling to come up with the literal meaning, he or she can prompt the student with these questions: <ul style="list-style-type: none"> ○ “What do you see?” ○ “Tell me what you picture-for just this word.” ○ “Tell me what you picture-for this whole phrase.” ○ “That may be what it means. Explain how it would fit with the rest of the story.” ○ “I can tell you pictured it to see that it can’t literally mean that. What do you think the author is trying to say?” • A PowerPoint slide with the questions will be displayed on the board. Interactive Notebook Activity from Ideas by Jivey
<p>2</p>	<p style="text-align: center;">Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • The students will be called to the front of the classroom near the front of the room and instructed to bring their mentor notebooks with the interactive notebook activity. • “Today, we learned about figurative language and how it differs from its actual meaning. For example, I’m so hungry; I could eat a horse. Literal language means what it says. For example, I am going to the supermarket after school. If you are unsure if a phrase is figurative, create a picture in your mind where you think about the words separately and then together. Who would like to share the literal meaning of the second figurative sentences in our notebook activity?” • The teacher will ask a student to share the literal meaning of each sentence in the interactive notebook activity. When completed, the students will be excused to their desks.
<p style="text-align: center;">Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student’s learning?) The teacher will observe the students work in their independent work time and determine their understanding of the lesson. If a student is struggling, the teacher will take note and work with the student independently or in a group on the concept of figurative language. The teacher will also listen to the responses students provide during large group time. 	<p style="text-align: center;">Summative Assessment (linked back to objectives, END of learning)</p> <p>The teacher will look at the interactive notebook activity students completed where they wrote the literal meaning of a figurative sentence. The activity will be used as proof of student’s understanding of the material. An end of the unit test will also be conducted to determine the student’s ability to decipher between literal and figurative language.</p>
<p style="text-align: center;">Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>My classmates stated they liked the idea of showing the Disney movie clips because students would later watch a movie and recognize the figurative language. They thought it was beneficial to list questions that will help guide my students if they get stuck in the interactive notebook activity. They offered the suggestion to include the definition of figurative and literal language in the interactive notebook activity. They also suggested modeling how to determine the literal meaning of a figurative sentence myself.</p>	

Appendix H

<p>Grade: 2nd Grade</p> <p>Materials:</p> <ul style="list-style-type: none"> • Plastic animals • Stuffed animals • Non-fiction animal books • Venn Diagrams • Pencils 	<p>Subject: Science</p> <p>Technology Needed:</p> <ul style="list-style-type: none"> • Chrome Books • Websites with facts and videos about various animals
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<p>Standard(s)</p> <ul style="list-style-type: none"> • 2.4.1. Identify how plants and animals are alike and different (e.g., in the way they look, in their behaviors) 	<p>Differentiation</p> <p>Below Proficiency: Students will write one fact for each section of the graphic organizer.</p> <p>Above Proficiency: Students may include additional facts they have learned from the books, websites, and videos.</p> <p>Approaching/Emerging Proficiency: Students will write three facts for each section of the graphic organizer.</p> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Auditory: Students will get to listen to the online videos on animals. Students will listen to the directions given by the teacher. • Visual: Students will get to see the stuffed animals and plastic animals. Students will read the non-fiction books containing facts about animals. Students will get to watch the video clips of animals. • Tactile: Students can touch the plastic and stuffed animals. • Kinesthetic: Students will be able to move around the room to look at the different stations of animals.
<p>Objective(s) By the end of the lesson, students will compare two animals by writing what they have learned in a graphic organizer.</p> <p>Bloom’s Taxonomy Cognitive Level: IV. Analyzing</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules, and expectations, etc.)</p> <ul style="list-style-type: none"> • Students will not play with the stuffed or plastic animals. • Students will use the Chrome Books for research, not games. • Students will be respectful to their group members by listening to their input. • Students will be responsible digital citizens by not going on websites that don’t pertain to animals.
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> • Students will be respectful to their classmates and their teacher. • Students will raise their hand when they want to speak. • Students will use their walking feet in the classroom. • Students will speak at a level 2 voice unless otherwise specified. • Students will use their school materials in a responsible manner. 	

Minutes	Procedures
	<p>Set-up/Prep: The teacher will need to have the animals students will research selected beforehand. The teacher will need to have the plastic and stuffed animals ahead of time. The teacher will need to have a Google Classroom page set up with videos and websites on animals. The teacher will have non-fiction books about animals ready for students to read.</p>
2	<p>Engage: (opening activity/ anticipatory Set – access prior learning/stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • The students will get to see the different stations set up with plastic animals and stuffed animals. The teacher will reference the different animals in the classroom. • “Today, we are going to go on a safari in our very own classroom. We are going to pretend we are researchers. Our mission is to determine how these animals are similar and different.”
8	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • The teacher will split the students into groups of two or three. Each group of students will be assigned a station to work at in the room. The station will include a visual representation of the animals they are researching such as plastic or stuffed animals. Each station will contain a Chrome Book and non-fiction research books for the students to find their research. • “You are going to compare how the animals you have been given are similar and different. You are being given two research methods: books and the internet. The requirement for your research is to fill out the graphic organizer that I will be handing out in a minute. • “When you are using the Chrome Books, make sure to log into our Google Classroom because I have created a page that has educational websites and videos about your animals. Just use the websites I have provided on the Google Classroom page.” • “Remember to use your own words when you are writing your facts and not to copy directly from the website or book because that is plagiarism. Also, you need to write your facts in complete sentences with a who and a what.” • “I will show you how to fill out the graphic organizer. On the top, you list the names of the two animals you have been given. For example, I will write killer whales and great white sharks. I will record the names of the animals on top of the right and left circles. You need to find three facts for each section of the graphic organizer. The left part of the circle is where I’ll write three facts about killer whales. For example, killer whales are mammals. In the right part of the circle, I will write three facts about great white sharks. For example, great white sharks are fish. In the section where the two circles come together, I will write how the two animals are similar. For example, killer whales and great white sharks live in the ocean. The facts to the left and right need to contain facts about how the animals are different. The section where the circles combine is where you will write how the animals are similar. Who can repeat how many facts you need in each section of the circle? Who can repeat what facts go in the left and right portions of the circle? Who can tell me the facts that go in the section where the circles come together?”
8	<p>Explore: (independent, concrete practice/application with relevant learning task - connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • The teacher will dismiss the students to their stations where students will work on their research in groups. Students will use their walking feet and talk in a voice level 2 when working in their groups. • The teacher will walk around the classroom and ensure students are completing their work. If students are confused, the teacher will answer their questions. If students are stuck, the teacher will prompt the students by asking questions about their animals.
2	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • The students will be called to the large group area of the classroom where they will sit on the carpet. They will use their walking feet and have a voice level of 0. Students will bring their graphic organizers to the meeting. • “Today, we learned how two animals are similar and different! For their group, who would like to share the animals they were given, one similarity, and one difference between the animals? Use your graphic organizer to refer too when sharing with the class.” The teacher will have one representative from each group share with the entire class.

Formative Assessment: (linked to objectives, during learning)

- **Progress monitoring throughout lesson (how can you document your student's learning?)**

The teacher will listen to the conversations the students have in their groups to determine their understanding of their animals. The teacher will also listen to the students who share about their animals in whole group time. The graphic organizer will serve as a physical representation of the student's learning.

Summative Assessment (linked back to objectives, END of learning)

The students will complete an authentic assessment where they choose two animals and given options on a final project. The options could include a diorama, a collage, a written paper, audio recording, or video.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

My table partners gave me the wonderful suggestion of having the students walk around the different stations and brainstorming ideas on how the animals are similar and different. This could occur during the explain portion of the lesson to get students thinking about comparing animals. The students could write down their ideas about how the animals are similar and different before being assigned to a certain station. My classmates liked the idea of having the stuffed and plastic animals as visual representations of the animals they would be researching. They appreciated my engage portion of my lesson plan where I stated the students would be going on a safari.

Appendix I

Performance Assessment

Book Commercial

Standard:

3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text (textual evidence) as the basis for the answers.

3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and their actions.

3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Objective:

By the end of the unit, students will demonstrate knowledge of a book by creating a book commercial.

Description

1. The teacher will provide students with a list of books. The class will be split into small groups of three or four students. Together, the group will select a book to read.
2. The students will have check-ins throughout the unit with the teacher to ensure they are reading the book and comprehending the main details of the story.
3. The teacher will instruct the groups to create a commercial where the students generate interest in the book they read as a group.
4. The students will be given a list of questions they must answer in the commercial with specific instructions to not give away the ending. The teacher will require each student to

be in the video. The requirement for the video is that it must be at least three minutes long.

- a. Who are the main characters in the story?
 - b. Where does the story take place?
 - c. What is the main problem in the story?
 - d. Who was your favorite character and why? (Each student must answer this question in the video.)
 - e. Why should other students read the story? (Each student should provide three reasons.)
5. The teacher would show an example of a book commercial.
 6. The teacher would provide students with a camera to film their video.