

EDU 320 – Synthesis Paper

Mrs. Cain

April 21, 2020

Lisa M. Neff

University of Mary

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Teaching is an interaction between the teacher and the learner. Being an effective teacher is knowing your content, creating effective lesson planning, and knowing your students. Teachers have various instructional strategies and use differentiation to accommodate students. Teachers need to question their students to get them engaged; students like to be challenged. Teachers need to follow certain standards in the classroom.

**The Effective Teacher****Description**

The effective teacher gets to know students to understand how they grow and develop as learners and the teacher develops lessons based off their experiences with the students to keep them engaged. An effective teacher uses multiple teaching strategies to teach diverse learners to meet their needs. The effective teacher uses the environment to help with the learning needs of students. The effective teacher is comfortable teaching a variety of subjects and concepts. The effective teacher seeks assistance from coworkers when needed.

**Artifact**

See Appendix A for examples of the InTASC standards of an effective teacher.

**How it Will Be Used in Classroom**

I will use a variety of instructional strategies to help those diverse and behavior students. I will get to know my students and build that positive relationship to make them feel safe in the classroom. I will take time to understand the concepts and subjects that I will be teaching. I will

differentiate for my students. I will be ethical in working with students and colleagues. I will seek assistance from colleagues when I feel it is necessary. I will plan for instruction that supports every student to meet their many goals.

### **Understanding Your Students**

#### **Description**

Learning about your students will help you better understand them so you can teach them effectively. By understanding your students, you can better understand yourself as a teacher. Getting insight to your students helps adapt your teaching styles to help accommodate those students to succeed.

#### **Artifact**

See Appendix B for a get to know you activity that can be done with a class. I designed this activity for a Kindergarten class.

#### **How it Will Be Used in Classroom**

I will use simple activities like is in the classroom on the first day of school as a fun way to get to know each other. I will use other activities as well to understand and know my students.

### **Goals, Standards, and Objectives**

#### **Description**

Goals are set to guide us with direction. Standards are part of a goal but more specific to what are wanting to achieve. Objectives is how, when, and what we are trying to accomplish through the standards and goals. Goals, standards, and objectives are part of a lesson plan which is the main idea of what the teacher is expecting the students to learn.

#### **Artifact**

See Appendix C in lesson plan look at highlighted Standards and Objectives.

**How it Will Be Used in Classroom**

I will use the North Dakota State standards in my classroom to help improve the learning of my students. By teaching them in a way that will benefit each of my students, I will use the standards as a guide.

**Unit and Lesson Planning****Description**

For unit and lesson planning, you need to have knowledge of goals and objectives, knowledge of your learners, knowledge of the subjects, and knowledge of teaching methods. To prepare for a lesson plan you need to decide on your instructional goals. The unit and lesson plan will be used as tools to learn values and standards in your classroom. Review your unit and lesson plans and have them align with the students in your classroom.

**Artifact**

See Appendix D for an interdisciplinary lesson plan.

**How it Will Be Used in Classroom**

I will make clear and simple lesson plans for me to follow for to teach the students to succeed. I will make lesson plans that pertain to the student's interests. I will have a substitute binder for when a sub comes, they will have simple lessons and directions to follow.

**Technology Integration in Instruction****Description**

The effectiveness of technology depends on how teachers can integrate it into their lesson planning. Using technology can support students' cognitive process and help with their engagement in subjects.

**Artifact**

See Appendix E for a lesson plan integrating technology in instruction.

### **How it Will Be Used in Classroom**

I will use an interactive white board throughout the school day. The students will be able to use chrome books to do different learning activities throughout the year. The students will be able to work together with technology.

## **Questioning Strategies**

### **Description**

The purpose of using questioning strategies in the classroom is to get interest and attention, to check, to recall specific facts or information; manage, encourage that higher-level thinking, structure and redirect learning, and allow expression of affect from the students.

### **Artifact**

See Appendix F for lesson plan with questioning strategies.

### **How it Will Be Used in Classroom**

I will be using questioning strategies daily in the classroom. From lunch choices, to morning meeting topics, to random questions during the day.

## **Teaching Strategies for Direct Instruction**

### **Description**

There are two types of direct instruction: type 1 – facts, rules, and action sequences, and type 2- concepts, patterns, and relationships. Type 1 direct instruction focuses on knowledge, comprehension, and application. Type 2 direct instruction focuses on analysis, synthesis, and evaluation. Direct instruction includes active teaching which involves present goals and main points, present content sequentially, be specific and concrete, and check for understanding.

### **Artifact**

See Appendix G for Direct Instruction lesson plan.

### **How it Will Be Used in Classroom**

I will use teaching strategies for direct instruction in the classroom when the students need to learn something. By using direct instruction, it will be a fun way for the students to learn something.

### **Teaching Strategies for Indirect Instruction**

#### **Description**

Indirect instruction goes into the interests and thinking abilities of your students. Indirect instruction is also known as inquiry-based learning. Indirect instruction includes projects, reports, problems, cooperative learning, and simulations.

#### **Artifact**

See Appendix H for indirect instruction lesson plan.

### **How it Will Be Used in Classroom**

I will use indirect instruction for the students to see the big picture of something. Indirect instruction is good for projects. It is a very visual and hands-on learning experience. It gives the students a chance to learn in a different way and ask questions of their own for indirect instruction.

### **Assessing Learners**

#### **Description**

Assessing learners helps the teacher keep a better record of how she the teacher is doing and how her students are doing as well. Assessing learners is not is know how bad they are doing but to see how much progress they have made and how farther they need to go. Assessing learners helps the teacher in her lesson planning to know what the students need to know and what she needs to do differently for them to understand.

**Artifact**

See Appendix I for Assessments.

**How it Will Be Used in Classroom**

I plan on using assessments in my classroom for students' progress. I want to see how much they are learning and what more I have to teach and in what way I need to teach for them to understand. I will use assessments when they are learning a new word, letter, number, or sound. It will be those one-on-one tests when the student will sit at the teacher table and he/she will tell me what they know about a certain subject. This will probably be done weekly or every other day for kindergarten. I know teachers also use that progress monitoring for reading accuracy so that will be done in my classroom as well.

**Conclusion**

I have made great progress as a pre-service teacher in this class. I realized that lesson plans take time and a lot of creativity to create. I will use all the lesson plans and activities that I have created in this class in my own classroom. This class showed great insight to be a teacher and showed great ways to be a great teacher. I still realize that I am in my shy shell still, but it is opening, and I am beginning to see the teacher I am supposed to be. This class came at a good time in my teaching career and will be forever following throughout it with all the lessons I have learned. I really enjoyed creating the get-to-know you activity to do at the beginning of the year, I will definitely use that with my class.

References

L Borich, Gary D. (2017). *Effective teaching methods: Research based practice*. University of Texas at Austin: Pearson Education, Inc.



## Appendix A

**InTASC Standards**

1. Learner Development – teacher understands how learners grow and develop recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (Pg. 24)

Example: I think for the teacher to understand how learners grow and develop; they need to know the students. That would be like the getting to know your student's activity, giving the students something to do to show you who they are and what they are. I remember doing those kinds of activities in most of my elementary classes. I also remember doing a lot of group projects and art projects that also showcased your personality.

2. Learning Differences – teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Pg. 24)

Example: I was very shy growing up and still am today, but the teachers always encouraged me to be myself and didn't judge me for not being like the others. I went to a small school so I had the same classmates all the way until I graduated high school with some dropping out or moving; it was pretty much the same group of students since kindergarten; which I think is kind of cool, we really got to know each other. Even though I was shy, that did not really stop me from learning or being challenged by the teacher. I don't remember what grade it was but at one point one of my classmates had to be in a wheelchair and there was

accommodations made for him to be present like everyone else and to do the same work as the rest of the class. My teachers understood that every student learned differently so he/she formed his/her teaching around the students in order for them to learn in their best way possible.

3. Learning Environments – teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self- motivation. (Pg.24)

Example: My elementary classrooms were decorated and colorful. Usually the teacher would hang art that we would have made on the walls for us to enjoy it. The classrooms had the alphabet displayed on the walls as well. Along with having a daily schedule up and calendar for calendar time/math time. Our names were displayed on our desks, so we had our own place to learn. My first-grade classroom had a class pet which taught us responsibility and engagement in learning about animals.

4. Content knowledge – teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Pg. 24)

Example: My high school math teacher was very knowledgeable of the content and different instructional teaching methods. I felt that math came easy to her and teaching it was just as easy; every day I always felt like I learned something in that class. Math is my favorite subject today because of the way she taught and how she portrayed math. She used different teaching methods like writing it out on the board

and explaining it or having us students in groups and explain it to each other. I remember playing math games as well and not just learning lessons, so it was also a different way to learn math, a fun way.

5. Application of content – teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (Pg. 24)

Example: My third-grade teacher was very creative in how she taught content. I remember we were learning math multiplication and she taught us a fun way to learn them. She called it Rhymes ‘n’ Times, some math facts could rhyme into getting the answer in a fun way. Example:  $7 \times 7$  bugs in a line, creeping and crawling -all 49; or  $6 \times 8$  fishing bait, how many worms – 48; or  $6 \times 7$  rings for you put them on -42; or  $7 \times 8$  dollars in a row, 56 is a lot of dough. Those are just a few but it was a fun and different way to learn math facts and I still remember them today.

6. Assessment – teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. (Pg.24)

Example: My kindergarten teacher had given progress reports, letter and sound recognition assessments, and number assessments weekly, just to see what progress I had made. I have some of my old school papers saved and had looked back to see what I did back then and I noticed on the report cards that my teachers had always made comments about my work that I was doing at school and it was nice to read them again.

7. Planning for instruction – teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Pg.24)

Example: My fourth-grade teacher was very organized and planned very well. We did a North Dakota project in fourth grade and we had to make something that represented North Dakota and then write a paper about it. It made learning about a state fun for everyone. She was very clear on directions and the outcome we were to have.

8. Instructional Strategies – teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Pg.24)

Example: I remember my high school English teacher was always prepared for class and very professional. I would call her a very to the point teacher, no messing around, and always had lessons prepared. She usually taught lecture style; but I remember playing educational games that pertained to what we were learning at the time. Once we played charades, we must have been learning spelling words or other words that pertained to a story I don't really remember what. And another time I remember playing Jeopardy, another way to learn the content.

9. Professional Learning and Ethical Practice – teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others and adapts practice to meet needs of each learner. (Pg.24)

Example: My kindergarten teacher had to take more classes after so much time to keep up her credits for her teaching degree. She showed interest in reading books which gave the students incentive to read as well.

10. Leadership and Collaboration – teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professional, and community members to ensure learner growth, and to advocate the profession. (Pg.24)

Example: On some of my report cards it said that they encourage reading at home to the student or the student reading to siblings. Also asking questions about what was read for reading comprehension. I remember teachers asking other teachers about what teach or when to teach. They would share ideas about student learning. I remember in the resource room; they would tell each other a little bit about their lesson so they would not overlap on teaching the same thing.

Appendix B



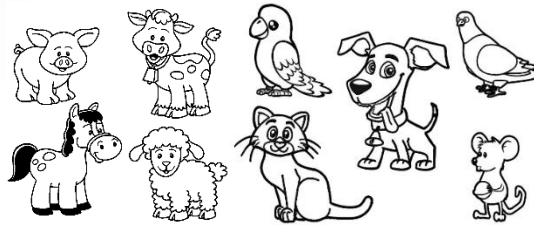
# All About ME



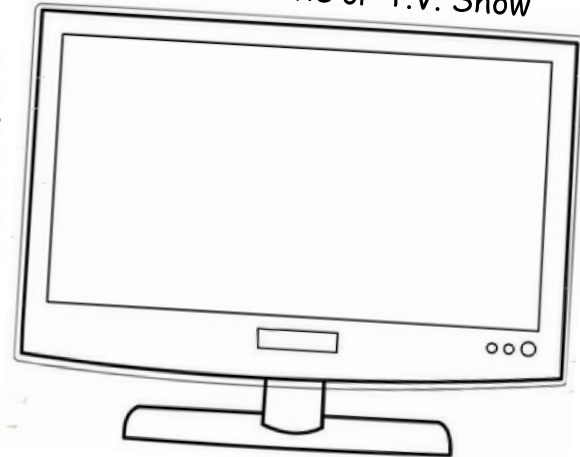
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Favorite Animal



Favorite Movie or T.V. Show



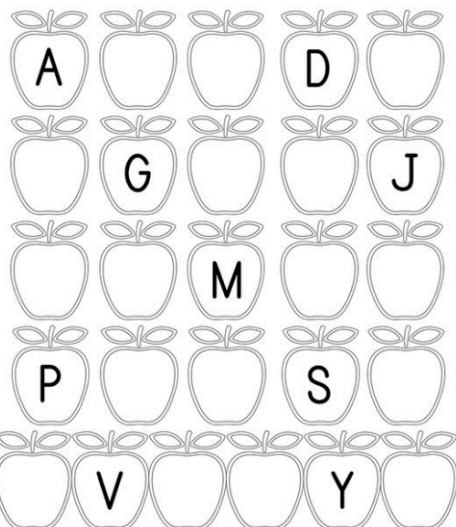
Favorite Book



Favorite Toy



Do you know your ABCs?  
Fill in the missing letters.



My Family



How high can you count?  
Fill in the missing numbers.

1		3	4	
6	7	8		10
	12	13		15
	17		19	

Appendix C

<p><b>Grade:</b> Kindergarten</p> <p><b>Materials:</b> Poster board, markers, The Three Little Pigs book, stuffed animals aligned with book</p>	<p><b>Subject:</b> Reading</p> <p><b>Technology Needed:</b> None</p>
<p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Direct instruction</li> <li><input checked="" type="checkbox"/> Guided practice</li> <li><input type="checkbox"/> Socratic Seminar</li> <li><input type="checkbox"/> Learning Centers</li> <li><input type="checkbox"/> Lecture</li> <li><input type="checkbox"/> Technology integration</li> <li><input type="checkbox"/> Other (list)</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Peer teaching/collaboration/cooperative learning</li> <li><input checked="" type="checkbox"/> Visuals/Graphic organizers</li> <li><input type="checkbox"/> PBL</li> <li><input checked="" type="checkbox"/> Discussion/Debate</li> <li><input type="checkbox"/> Modeling</li> </ul>	<p><b>Guided Practices and Concrete Application:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Large group activity</li> <li><input checked="" type="checkbox"/> Independent activity</li> <li><input checked="" type="checkbox"/> Pairing/collaboration</li> <li><input type="checkbox"/> Simulations/Scenarios</li> <li><input type="checkbox"/> Other (list)</li> </ul> <p>Explain: Large group – at carpet reading book and discussing it. Independent – 2 different pages correlating with story and silently reading out of book box.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hands-on</li> <li><input type="checkbox"/> Technology integration</li> <li><input type="checkbox"/> Imitation/Repeat/Mimic</li> </ul>
<p><b>Standard(s)</b> RL.3 With prompting and support, identify characters, settings, and major events in a story.</p>	<p><b>Differentiation</b></p> <p><b>Below Proficiency:</b> For students struggling with settings and main ideas, I would put them into groups and have a teacher time and go over a simple book with settings and main idea and help them find ways to identify them.</p>
<p><b>Objective(s)</b> Students will, at the middle of the Kindergarten school year, listen to or read in their own words a fairy tale and identify characters, setting, &amp; major events in the story.</p> <p><b>Bloom’s Taxonomy Cognitive Level:</b> Remembering and Understanding</p>	<p><b>Above Proficiency:</b> For students who are getting the settings and main idea, I would put them into groups and at the same time as teacher time but on their own and have them identify settings and main idea, independently.</p> <p><b>Approaching/Emerging Proficiency:</b> Students will know what a book is and the characters in the book.</p> <p><b>Modalities/Learning Preferences:</b> Maybe putting students into different groups and giving them different stories for the different kinds of learners.</p>

## Appendix D

Grade: 2nd

Unit topic: Summer Olympics 2020

Course/subject: Interdisciplinary

Approximate Time Required: 2 weeks

Math - Lisa Neff Gym- Tyler Boone Science- Andi Mettler English- Amber Schoppe

1. Main purpose of the unit:

A. Standards:

Math- 2.MD.9 Generate data by measuring lengths of objects to the nearest whole standard unit. Show the measurements by making a line plot, using a horizontal scale marked off in whole-number units.

2.MD.10 Draw picture graphs and bar graphs with single-unit scales to represent data sets with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Science- 2.LS4.1 Make observations of plants and animals to compare the diversity of life in different habitats

Science 2.ESS2. 2 Develop a model to represent the shapes and kinds of land and bodies of water in an area.

English- RI.1 Ask and answer who, what, where, when, why, and how to demonstrate understanding of key/supporting details in a text

RI.6 Identify the main purpose of a text, including the author's point of view, explanation, or description.

RL.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.

Gym- S1.E22.2 Volleys an object upward with consecutive hits.

S1.E18.2 Dribbles with the feet in general space with control with ball and body.

S4.E4.2 Works independently with others in a partner environment.

2. Performance Objectives:

A. Math- Students will by the end of three days be able to make a plot line of the number of players that compete in tennis, swimming, archery, volleyball, and cycling track.

Students will by the end of four days be able to make a bar graph or picture of four different categories that include the number of countries competing in surfing, rowing, golf, and hockey.

B. Science- By the end of the first week the students will be able to identify a map as a type of model and name, describe and locate several landforms and bodies of water on a map.

C. Science- By the end of the second week the students will be able to pair plants and animals with the different climates and land zones identified the previous week.

D. English- Students will by the end of the of this time period be able to ask and answer the who, what, where, when, why, and how of a text. Students will also be able to compare and contrast two versions of an article on the same news story.



Lastly students will be able to identify the main purpose of the article, along with the author's main point of view.

- E. Gym- Students by the end of the two days be able to keep a balloon or beach ball in the air by hitting it as a team. Students by the end of two days will be able to dribble a soccer ball with their feet in a general space. Students by the end of the two weeks will have worked together with their group to achieve the highest score to have a winning team.
3. Content Outline:
- a. Math- A. Students will have two days to receive information on the sports, athletes, and countries that will be displayed on their graphs. Students will understand how to put together a bar graph, picture graph, and plot line graph. Students can work in their pods of desks to help each other out. Students' desks are arranged in four groups so it will make it easier to work together.
- i. Graphs (Picture, plot line, and bar)
  - ii. Numbers
  - iii. Sports
  - iv. Explain handouts of Olympics
- b. Science -
- Week one: A. Landforms- learn how they were created (tectonic plate movement, erosion, etc.
- I. Major types of landforms
    - Mountains
    - Hills
    - Plateaus
    - Plains
  - II. Minor land forms
    - Buttes
    - Canyons
    - Valleys
    - Basins
- B. Bodies of Water
- I. Still/Contained
    - Oceans
    - Seas
    - Lakes
    - Wetlands
    - Fjord
  - II. Moving Water
    - Rivers
    - Streams
    - Canals
    - Misc.
- Week Two: A. Plants and Animals in Japan- with focus on those assigned an importance in symbolic art. We will discuss pets that children have in Japan, the levels of importance given to different animals, and how the different climates and land zones in Japan offer different environments for a wide variety of animals.

- Carp
  - Chrysanthemum
  - Crane
  - Haniwa Horses
  - Heron
  - Various mythical creatures they might see in art from the area
- c. English- The teacher will go over how to find, read and break down an article, the teacher will also go over how to compare and contrast two articles. Students will have two days to find and get started reading two articles that are written on the same news story.
- i. Finding a reliable source(s) for the two articles
  - ii. How to find the who, what, where, when, why, and how of a text
  - iii. How to compare and contrast the two articles
  - iv. How to find the author's point of view
- d. Gym- Students will have two days for each sport that we will cover in class.
- i. Volleyball (Day 1 & 2 )
  - ii. Soccer/Futbol (Day 3 & 4)
  - iii. Track/Field ( Day 5 & 6)
4. Procedures and Activities:
- a. Math- A. Overview of Olympics- have handouts about olympics and statics of athletes and sports, and a list of countries.
    - i.. Overall topics of sports - have a list of sports
    - ii.. For Math lesson - have students at carpet for large group- explain bar graphs, picture graphs, plot line graphs.
    - iii.. Give information on what will be displayed on graphs - sports, athletes, countries. All students do not have to use the same spots on graph they can choose their own; there are 33 sports involved in the olympics.
    - iv.. Have students go back to their desks, give them the information needed to put on graphs, give them blank graphs to have them fill in. Students will work together to fill out the graphs. As the teacher walks around and assists any way she/he can.
    - v. As students finish graphs, have them put them in the hand-in tray that is located at the back of the room.
  - b. Science
    - i. Week One
      1. Group discussion about landforms from previous student experiences
      2. Compare and contrast globe and map
      3. Landform/Body of Water game (Find the Match)
      4. Looking at Landforms in art
    - ii. Week Two
      1. Have students make a list of their favorite plants and animals, have them explain their choice.

2. Slide presentation of common Japanese plants and animals chosen for this lesson. Work with students to create a list of similar plants and animals from the US.
  3. Make clay animals ex. Haniwa horse, or origami animals
  4. If possible visit an aviary at the zoo
- c. English- Reading two articles on the Olympics ( can be a certain sport/event or athlete)
- i. Overview of the assignment
    1. The who, what, where, when, why, and how of a text
    2. Comparing and contrasting
    3. Finding the author's point of view
  - ii. Have the students grab an iPad and find two articles on the same news story
    1. They will show the two articles to the teacher so the teacher can make sure they are on the right path
  - iii. Then the students will read and highlight the who, what, where, when, why, and how of a text
    1. Then they will try and find the author's point of view for both articles - they will write this down on paper
    2. They then will then compare and contrast the two articles and look at the differences of the two
- d. Gym- Olympic Sports in Gym
- i. (Warm up) This will be different each day, as the olympic athletes have to warm up before their sport as well.
  - ii. (Volleyball) On day 1 split students into teams and have them use beach balls to work as a team to keep the ball in the air. On day 2 have two teams across from each other and hit the beach ball back in forth. If the ball touches your floor the other team gets the point.
  - iii. (Soccer) On day one I would have relay races that are using soccer balls, and play knockout. Knock out is a game played to work on dribbling the soccer ball. On day two I would have the students play four goal soccer.
  - iv. (Track) On day one I would have them do the standing long jump, and then we would use frisbees to throw for distance instead of a discussion. On day two I would have different running events set up, such as the 100m run, and have some relay races as well.
5. Instructional Aids and Resources:
- a. Math- Items Needed
    - i. Handouts of Olympics
    - ii. Printed out blank bar graphs, plot line graphs, and picture graphs.
    - iii. Plain sheets of white paper
    - iv. Pencils
    - v. Markers
    - vi. Colored pencils
    - vii. Rulers
  - b. Science-

- i. Landforms and Bodies of Water PowerPoint (with maps)
    - ii. Landforms and clues for game
    - iii. Animals in Japan Powerpoint
    - iv. Paper for origami, clay for sculptures
  - c. English- Things that will be needed
    - i. iPad or computer
    - ii. Two article's of the students choice
    - iii. Pencil
    - iv. Notebook
  - d. Gym- Items I will need
    - i. Beach balls
    - ii. Streamers and tape
    - iii. Soccer balls
    - iv. Cones
    - v. Frisbees
    - vi. Candy (For participation)
6. Assessment/ Evaluation:
- a. Math- Throughout the two weeks, students have learned how to design bar graphs, plot line graphs, and picture graphs. They will now have a chance to design their own graph and with their knowledge of how they work and what is put in the graphs to show data for a specific topic. Students will design a graph of their choice to show the teacher what they know, they will do this independently. Students will be given a blank white sheet of paper and on their own make a graph over the topics we have discussed. Teacher will go around to collect them and see how well the students understand how graphs work. If students are having trouble then the teacher will brainstorm for ideas to help those better understand and fill out graphs.
  - b. Science.
    - i. Week One: Students will pair up to create a landform (with playdough, clay, paper mache, in a shoe box, etc.) and give a presentation describing what type of landform it is, how it was formed, why they chose this landform, and a couple places where this landform can be found.
    - ii. Week Two: Have each student choose a favorite plant or animal from the slides, then draw and write about the plant or animal, comparing and contrasting the one they chose from the slides to the favorite from the beginning of the lesson
  - c. English- After reading and taking notes on the who, what, where, when, why, and how of a text, author's point of view and comparing and contrasting the two articles they will have the choice of hand write or type a paper that tells these key elements or they can present the information they found to either the whole class or to a small groups.
  - d. Gym- During these two weeks of competing and having fun in a current trend for this year. I will take notes during each class on what needs to be worked on to make sure the students achieve the standards. With the notes that I take, I will use those to help things when we actually go over that specific unit.

Appendix E

<p><b>Grade:</b> Kindergarten</p> <p><b>Materials:</b> Poster board, markers, The Three Little Pigs book, stuffed animals aligned with book, iPads, link to site of language arts: text features and identify main of idea of story, headphones  <a href="https://www.ixl.com/ela/kindergarten">https://www.ixl.com/ela/kindergarten</a></p>	<p><b>Subject:</b> Language Arts</p> <p><b>Technology Needed:</b> iPads for every student</p>
<p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Direct instruction</li> <li><input type="checkbox"/> Guided practice</li> <li><input type="checkbox"/> Socratic Seminar</li> <li><input type="checkbox"/> Learning Centers</li> <li><input type="checkbox"/> Lecture</li> <li><input checked="" type="checkbox"/> Technology integration</li> <li><input type="checkbox"/> Other (list)</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Peer teaching/collaboration/cooperative learning</li> <li><input type="checkbox"/> Visuals/Graphic organizers</li> <li><input type="checkbox"/> PBL</li> <li><input type="checkbox"/> Discussion/Debate</li> <li><input type="checkbox"/> Modeling</li> </ul>	<p><b>Guided Practices and Concrete Application:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Large group activity</li> <li><input checked="" type="checkbox"/> Independent activity</li> <li><input type="checkbox"/> Pairing/collaboration</li> <li><input type="checkbox"/> Simulations/Scenarios</li> <li><input type="checkbox"/> Other (list)</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hands-on</li> <li><input checked="" type="checkbox"/> Technology integration</li> <li><input type="checkbox"/> Imitation/Repeat/Mimic</li> </ul> <p><b>Explain:</b> Large group – at carpet reading book and discussing it. Independent – 2 different pages correlating with story and silently reading out of book box.</p> <p><b>Technology –</b> students have own ipad and work independently on this site looking at different parts of book and story trying to find if they can see the difference. I will continually walk around and assist any student that needs help.</p>
<p><b>Standard(s)</b> RL.3 With prompting and support, identify characters, settings, and major events in a story.</p>	<p><b>Differentiation</b></p> <p><b>Below Proficiency:</b> For students struggling with settings and main ideas, I would put them into groups and have a teacher time and go over a simple book with settings and main idea and help them find ways to identify them. Maybe give those who have are harder time; an easier place on this website to work on some of those skills that they need. Not everyone has to do the same thing as long as their learning something it; they are their level of learning.</p> <p><b>Above Proficiency:</b> For students who are getting the settings and main idea, I would put them into groups and at the same time as teacher time but on their own and have them identify settings and main idea, independently. Maybe have those that understand have them read the sentence instead of listening to it.</p> <p><b>Approaching/Emerging Proficiency:</b> Students will know what a book is and the characters in the book. Students will identify main parts of a story by looking at a picture from the story.</p> <p><b>Modalities/Learning Preferences:</b> Maybe putting students into different groups and giving them different stories for the different kinds of learners. Maybe put students in groups and have the more proficient students in a group with below proficiency to have they help those who need it and they can be on their</p>
<p><b>Objective(s)</b> Students will, at the middle of the Kindergarten school year, listen to or read in their own words a fairy tale and identify characters, setting, &amp; major events in the story.</p> <p>Students will, by the end of this lesson, look at pictures of a story and tell the teacher what the story will or is about.</p> <p><b>Bloom’s Taxonomy Cognitive Level:</b> Remembering and Understanding</p>	

	<p>iPads in groups because some might be able to use the iPad and their group member can help.</p>
<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b>                  This activity is done at carpet time, they have their own carpet spots, use turn-in talk for thinking about what is happening in the story.                  iPads are used at their desks. Each student has their own iPad and log-in information.</p>	<p><b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>                  Students are expected to sit at carpet spots, hands to self, and quiet unless called on or prompted to do turn-in-talk. If they want to speak, the expectation is to raise their hand and wait to be called on. When asked to do turn-in-talk, they will turn to one student unless it is an odd number, then some might have a second person, and talk briefly about what was asked. Remind students of carpet procedures when first at carpet.                  Students are expected to sit at their desks and use their headphones, (they have their own). Students are quiet while using iPads, they raise their hands when they have a question. Remind students of iPad procedures before getting iPad.</p>
<b>Minutes</b>	<b>Procedures</b>
45	<p><b>Set-up/Prep:</b> Have book, poster board, markers, stuffed animals for visual aid at front of the room, ready to go. Have something for students to do after story is read. Have an assignment for them to do after story is read, it is a page of the story sequence putting the pictures in order and tracing the words that were used in the story.</p>
10	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ul style="list-style-type: none"> <li>• Have students sit at carpet spots</li> <li>• State that we are reading <i>The Three Little Pigs</i></li> <li>• Show students the stuffed animals and ask what they are.</li> <li>• Ask students if they have heard this story before, most of them probably have.</li> <li>• Show students the cover of the book. Ask students what is happening in the picture. Locate the title and name of author</li> </ul>
25	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>• Have students sit at carpet spots; everyone has one and they know where it is.</li> <li>• Go over the book, location of title, author, illustrator. Tell students that we want to know the characters, setting, and main idea. I will write the characters, setting, and main idea on poster board after we have talked about them and all agree on what they are.</li> <li>• During reading, I will ask questions about the book and the page that we are on or what will happen once I turn the page. There will be a time when I have the students turn-in-talk to each other to share their ideas about the story.</li> <li>• When story is over, and you have gone through the characters, setting, and main idea and have written it down on the poster board. It is time for the children to go to their desk. First explain that there is an activity to do and show them the page with the sequence: explain what is required and then show them the page with the tracing the words: explain what to do and say the words, some kids might not be able to read them.</li> <li>• Explain that there is activity website that they will be going on and tell them what they will be doing on the website.</li> <li>• Dismiss them to get their iPads from the iPad rack, have them get their headphones and then have them sit at their desk. <a href="https://www.ixl.com/ela/kindergarten">https://www.ixl.com/ela/kindergarten</a></li> <li>• Have them log on the iPad and go to that website, they will have an app on the iPad that will take them directly to that website. Remind them of what they are doing on the website, if any questions raise your hand. Have them put on their headphones.</li> <li>• Dismiss them by who ever is being quiet or by rows. Give assignment once you dismiss from the carpet. They can use markers, crayons, or just their pencil; it is up to them but remind them what they can use.</li> </ul>

<p>20</p>	<p><b>Explore: (independent, concrete practice/application with relevant learning task - connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>• Explain the assignment- hold it up to show them what it looks like; point to things on the page as you explain it.</li> <li>• Hand papers in the hand-in tray when completed; they know where this is.</li> <li>• To end the activity, we will get out our book boxes and read silently can sit around the room, and try to find the characters, settings, and main ideas on our own.</li> <li>• <b>Students work independently on iPad they can do as many activities on this website in this time frame. Teacher walks around the room seeing what the students are doing and assisting them when needed.</b></li> <li>• <b>To end the activity, they will put their iPads away and get their book boxes to read silently. A nice calm activity to get them to refocus to move on to the next activity.</b></li> </ul>
<p>10</p>	<p><b>Review (wrap up and transition to next activity):</b></p> <ol style="list-style-type: none"> <li>1. Today we learned about characters, settings, and main ideas of a story, which makes up the story.</li> <li>2. We learned how to put pictures from the story in order of how they happened.</li> <li>3. <b>We learned how to look at a picture and determine what the story will be about.</b></li> <li>4. Transition to book boxes by using the chimes; I ring the chimes the children stop what they are doing and listen to my directions to go get their book boxes; everyone has their own, and will read silently and try to find the characters, settings, and main ideas on their own.</li> </ol>
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson-clarifying questions, check-</b> Took mental notes on what students grasped concept of characters, settings, and main ideas and who did not. Noting on what to work on and how to better support those students. If everyone understood, then I would make it more challenging by bringing in a more difficult book something that is not so familiar to them.  <b>in strategies, etc.</b>  <b>Since they went on the iPad and everyone has their own. This website was set up just for them even though they didn't have to login. The website keep track of what they did and how well they did it. As the teacher, you can go into each student's data of that website and look at how they are doing and what needs to be improved.</b>  <b>Consideration for Back-up Plan:</b> Make things more challenging if this time it seemed to easy for them.  <b>Have them listen to a story on Tumble books and have them write out what the characters, settings, and major ideas are. Have them pick their own story to find characters, settings, and major ideas.</b></p>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b> Students understood the concept of finding the characters, settings, and major idea of the story.  <b>If applicable- overall unit, chapter, concept, etc.:</b> Knowing the difference between characters, settings, and major ideas of stories.</p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b>          Overall very organized and well explained. Maybe add more of a differentiation activity for some students and for the behavior students make it more hands on throughout lesson.  <b>They thought that this would be good for kindergarten because it has sound because not all kindergarteners can read.</b></p>	

Appendix F

<p><b>Grade:</b> Kindergarten</p> <p><b>Materials:</b> Poster board, markers, The Three Little Pigs book, stuffed animals aligned with book, iPads, link to site of language arts: text features and identify main of idea of story, headphones  <a href="https://www.ixl.com/ela/kindergarten">https://www.ixl.com/ela/kindergarten</a></p>	<p><b>Subject:</b> Language Arts</p> <p><b>Technology Needed:</b> iPads for every student</p>
<p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Direct instruction</li> <li><input type="checkbox"/> Guided practice</li> <li><input type="checkbox"/> Socratic Seminar</li> <li><input type="checkbox"/> Learning Centers</li> <li><input type="checkbox"/> Lecture</li> <li><input type="checkbox"/> Technology integration</li> <li><input type="checkbox"/> Other (list)</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Peer teaching/collaboration/cooperative learning</li> <li><input type="checkbox"/> Visuals/Graphic organizers</li> <li><input type="checkbox"/> PBL</li> <li><input type="checkbox"/> Discussion/Debate</li> <li><input type="checkbox"/> Modeling</li> </ul>	<p><b>Guided Practices and Concrete Application:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Large group activity</li> <li><input type="checkbox"/> Independent activity</li> <li><input type="checkbox"/> Pairing/collaboration</li> <li><input type="checkbox"/> Simulations/Scenarios</li> <li><input type="checkbox"/> Other (list)</li> <li><input type="checkbox"/> Hands-on</li> <li><input type="checkbox"/> Technology integration</li> <li><input type="checkbox"/> Imitation/Repeat/Mimic</li> </ul> <p><b>Explain:</b> Large group – at carpet reading book and discussing it.          Independent – 2 different pages correlating with story and silently reading out of book box.          Technology – students have own ipad and work independently on this site looking at different parts of book and story trying to find if they can see the difference. I will continually walk around and assist any student that needs help.</p>
<p><b>Standard(s)</b> RL.3 With prompting and support, identify characters, settings, and major events in a story.</p>	<p><b>Differentiation</b></p>
<p><b>Objective(s)</b> Students will, at the middle of the Kindergarten school year, listen to or read in their own words a fairy tale and identify characters, setting, &amp; major events in the story.</p> <p>Students will, by the end of this lesson, look at pictures of a story and tell the teacher what the story will or is about.</p> <p><b>Bloom’s Taxonomy Cognitive Level:</b>          Remembering and Understanding</p>	<p><b>Below Proficiency:</b> For students struggling with settings and main ideas, I would put them into groups and have a teacher time and go over a simple book with settings and main idea and help them find ways to identify them. Maybe give those who have are harder time; an easier place on this website to work on some of those skills that they need. Not everyone has to do the same thing as long as their learning something it; they are their level of learning.</p> <p><b>Above Proficiency:</b> For students who are getting the settings and main idea, I would put them into groups and at the same time as teacher time but on their own and have them identify settings and main idea, independently. Maybe have those that understand have them read the sentence instead of listening to it.</p> <p><b>Approaching/Emerging Proficiency:</b> Students will know what a book is and the characters in the book. Students will identify main parts of a story by looking at a picture from the story.</p> <p><b>Modalities/Learning Preferences:</b> Maybe putting students into different groups and giving them different stories for the different kinds of learners. Maybe put students in groups and have the more proficient students in a group with below proficiency to have they help those who need it and they can be on their</p>



	iPads in groups because some might be able to use the iPad and their group member can help.
<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b>                  This activity is done at carpet time, they have their own carpet spots, use turn-in talk for thinking about what is happening in the story.                  iPads are used at their desks. Each student has their own iPad and log-in information.  <b>Did you remember what the procedure is for sitting at the carpet? Managing</b></p>	<p><b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>                  Students are expected to sit at carpet spots, hands to self, and quiet unless called on or prompted to do turn-in-talk. If they want to speak, the expectation is to raise their hand and wait to be called on. When asked to do turn-in-talk, they will turn to one student unless it is an odd number, then some might have a second person, and talk briefly about what was asked. Remind students of carpet procedures when first at carpet.                  Students are expected to sit at their desks and use their headphones, (they have their own). Students are quiet while using iPads, they raise their hands when they have a question. Remind students of iPad procedures before getting iPad.</p>
<b>Minutes</b>	<b>Procedures</b>
25	<p><b>Set-up/Prep:</b> Have book, poster board, markers, stuffed animals for visual aid at front of the room, ready to go. Have something for students to do after story is read. Have an assignment for them to do after story is read, it is a page of the story sequence putting the pictures in order and tracing the words that were used in the story.</p>
10	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ul style="list-style-type: none"> <li>• Have students sit at carpet spots</li> <li>• State that we are reading <i>The Three Little Pigs</i></li> <li>• Show students the stuffed animals and ask what they are.</li> <li>• Ask students if they have heard this story before, most of them probably have.</li> <li>• Show students the cover of the book. Ask students what is happening in the picture. Locate the title and name of author</li> <li>• <b>What is your favorite fairytale you have heard? Knowledge and Getting interest &amp; attention</b></li> </ul>
25	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>• Have students sit at carpet spots; everyone has one and they know where it is.</li> <li>• Go over the book, location of title, author, illustrator. Tell students that we want to know the characters, setting, and main idea. I will write the characters, setting, and main idea on poster board after we have talked about them and all agree on what they are.</li> <li>• During reading, I will ask questions about the book and the page that we are on or what will happen once I turn the page. There will be a time when I have the students turn-in-talk to each other to share their ideas about the story.</li> <li>• When story is over, and you have gone through the characters, setting, and main idea and have written it down on the poster board. It is time for the children to go to their desk. First explain that there is an activity to do and show them the page with the sequence: explain what is required and then show them the page with the tracing the words: explain what to do and say the words, some kids might not be able to read them.</li> <li>• Explain that there is activity website that they will be going on and tell them what they will be doing on the website.</li> <li>• Dismiss them to get their iPads from the iPad rack, have them get their headphones and then have them sit at their desk. <a href="https://www.ixl.com/ela/kindergarten">https://www.ixl.com/ela/kindergarten</a></li> <li>• Have them log on the iPad and go to that website, they will have an app on the iPad that will take them directly to that website. Remind them of what they are doing on the website, if any questions raise your hand. Have them put on their headphones.</li> <li>• Dismiss them by whoever is being quiet or by rows. Give assignment once you dismiss from the carpet. They can use markers, crayons, or just their pencil; it is up to them but remind them what they can use.</li> <li>• <b>In your own words can you tell me what the basic parts of a book are? Comprehension and Diagnosing &amp; Checking</b></li> </ul>

<p>20</p>	<p><b>Explore: (independent, concrete practice/application with relevant learning task - connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>• Explain the assignment- hold it up to show them what it looks like; point to things on the page as you explain it.</li> <li>• Hand papers in the hand-in tray when completed; they know where this is.</li> <li>• To end the activity, we will get out our book boxes and read silently can sit around the room, and try to find the characters, settings, and main ideas on our own.</li> <li>• Students work independently on iPad they can do as many activities on this website in this time frame. Teacher walks around the room seeing what the students are doing and assisting them when needed.</li> <li>• To end the activity, they will put their iPads away and get their book boxes to read silently. A nice calm activity to get them to refocus to move on to the next activity.</li> <li>• <b>Can you tell me five different fairytales? Application and Recalling specific facts or information</b></li> <li>• <b>Now that we know the title of the book, can anyone predict what will happen in this story? Synthesis and Structing and redirecting learning</b></li> </ul>
<p>10</p>	<p><b>Review (wrap up and transition to next activity):</b></p> <ol style="list-style-type: none"> <li>5. Today we learned about characters, settings, and main ideas of a story, which makes up the story.</li> <li>6. We learned how to put pictures from the story in order of how they happened.</li> <li>7. We learned how to look at a picture and determine what the story will be about.</li> <li>8. Transition to book boxes by using the chimes; I ring the chimes the children stop what they are doing and listen to my directions to go get their book boxes; everyone has their own, and will read silently and try to find the characters, settings, and main ideas on their own.</li> <li>9. <b>What was different from reading from the book or listening to the story on the computer? Analysis and Encouraging higher-level thought process</b></li> <li>10. <b>What did you like about <i>The Three Little Pigs</i>? Can you decide if this is your favorite fairytale? Evaluation and Allowing expression of affect</b></li> </ol>
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson-clarifying questions, check-</b> Took mental notes on what students grasped concept of characters, settings, and main ideas and who did not. Noting on what to work on and how to better support those students. If everyone understood, then I would make it more challenging by bringing in a more difficult book something that is not so familiar to them.  <b>in strategies, etc.</b>          Since they went on the iPad and everyone has their own. This website was set up just for them even though they didn't have to login. The website keep track of what they did and how well they did it. As the teacher, you can go into each student's data of that website and look at how they are doing and what needs to be improved.</p> <p><b>Consideration for Back-up Plan:</b> Make things more challenging if this time it seemed to easy for them.          Have them listen to a story on Tumble books and have them write out what the characters, settings, and major ideas are. Have them pick their own story to find characters, settings, and major ideas.</p>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b> Students understood the concept of finding the characters, settings, and major idea of the story.</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b> Knowing the difference between characters, settings, and major ideas of stories.</p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?)</b></p>	

Appendix G

<p><b>Grade:</b> Kindergarten</p> <p><b>Materials:</b> plant life cycle picture, handouts of plant sequence, scissors, glue sticks, handout of parts of a plant, color sheet of plant parts.</p>		<p><b>Subject:</b> Science</p> <p><b>Technology Needed:</b> None</p>	
<p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Direct instruction</li> <li><input type="checkbox"/> Guided practice</li> <li><input type="checkbox"/> Socratic Seminar</li> <li><input type="checkbox"/> Learning Centers</li> <li><input type="checkbox"/> Lecture</li> <li><input type="checkbox"/> Technology integration</li> <li><input type="checkbox"/> Other (list)</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Peer teaching/collaboration/cooperative learning</li> <li><input type="checkbox"/> Visuals/Graphic organizers</li> <li><input type="checkbox"/> PBL</li> <li><input type="checkbox"/> Discussion/Debate</li> <li><input type="checkbox"/> Modeling</li> </ul>		<p><b>Guided Practices and Concrete Application:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Large group activity</li> <li><input type="checkbox"/> Independent activity</li> <li><input type="checkbox"/> Pairing/collaboration</li> <li><input type="checkbox"/> Simulations/Scenarios</li> <li><input type="checkbox"/> Other (list)</li> </ul> <p><b>Hands-on</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Technology integration</li> <li><input type="checkbox"/> Imitation/Repeat/Mimic</li> </ul> <p><b>Explain:</b> Large group – at carpet have picture of life cycle displayed; have different stages on separate Pieces of paper and have them help put in order. Hands-on – paper on coloring different parts of a plant; and a sheet of paper that has the different stages of plant so they can put together themselves.</p>	
<p><b>Standard(s)</b> LSI.C Organization for Matter and Energy Flow in Organisms -All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. - Use observations to describe patterns in the natural world in order to answer scientific questions.</p> <p>SL. 4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>		<p><b>Differentiation</b></p> <p><b>Below Proficiency:</b></p> <p><b>Above Proficiency:</b></p> <p><b>Approaching/Emerging Proficiency:</b></p> <p><b>Modalities/Learning Preferences:</b></p>	
<p><b>Objective(s):</b> Students will by the end of this lesson Kindergarten, be able to show you about the life cycle of plants through the plant sequence.</p> <p><b>Bloom’s Taxonomy Cognitive Level:</b> Remembering, Analysis, and Synthesis</p>			
<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b></p> <p>This activity is done at carpet time, they have their own carpet spots, use turn-in talk for discussing plants or gardens they have seen. Have diagram of life cycle on board so everyone can see; have students talk about that at carpet.</p>		<p><b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b></p> <p>Students are expected to sit at carpet spots, hands to self, and quiet unless called on or prompted to do turn-in-talk. If they want to speak, the expectation is to raise their hand and wait to be called on. When asked to do turn-in-talk, they will turn to one student unless it is an odd number, then some might have a second person, and talk briefly about what was asked. Remind students of carpet procedures when first at carpet.</p>	
<b>Minutes</b>	<b>Procedures</b>		
30	<b>Set-up/Prep:</b> Have handouts, picture of plant life cycle, scissors, glue sticks.		
10	<b>Engage:</b> (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)		

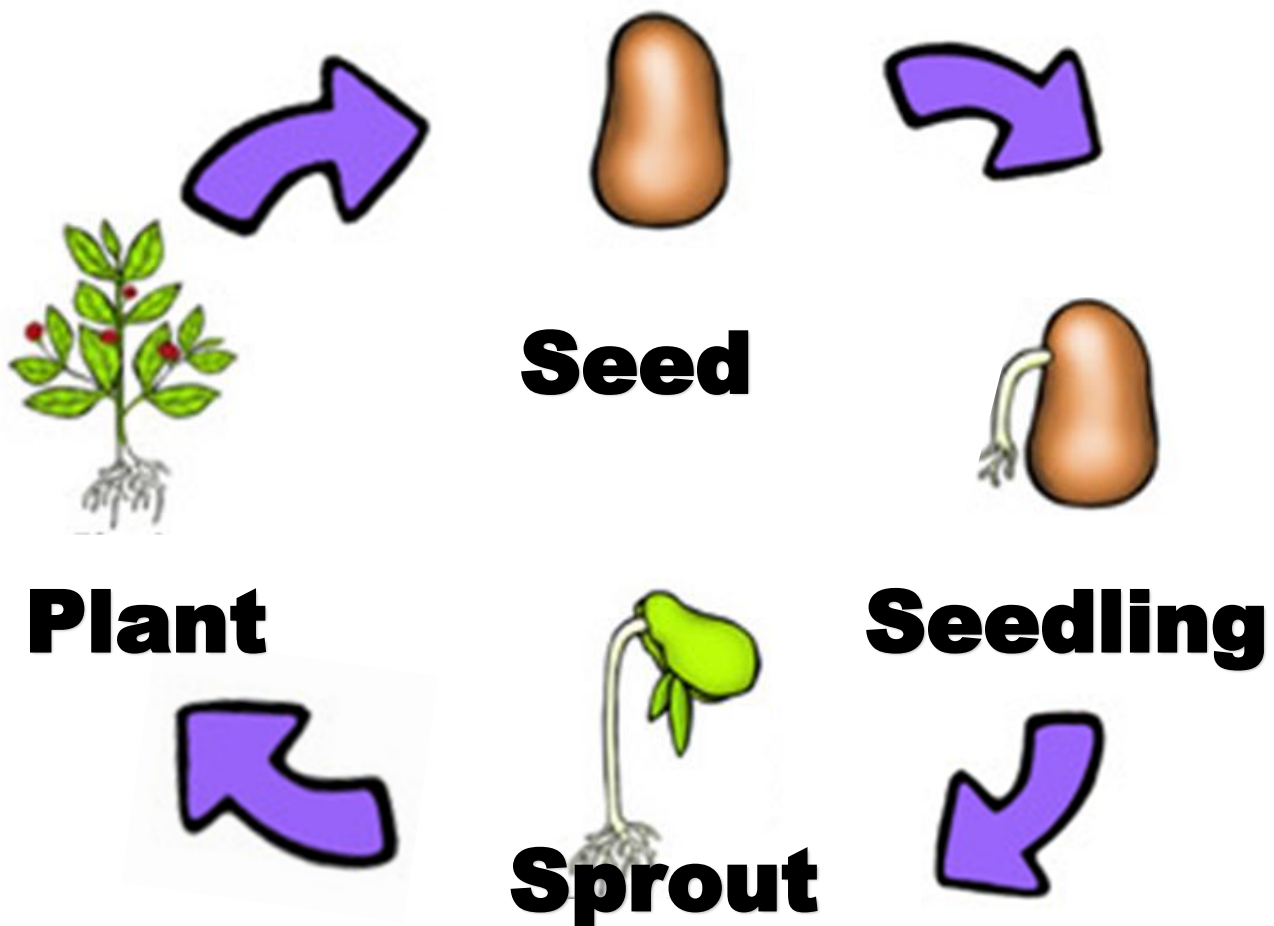
	<ul style="list-style-type: none"> <li>• Have students sit at carpet spots</li> <li>• Has anyone ever planted a garden? Has anyone in a garden? What is in a garden?</li> <li>• Show students the life cycle of a plant</li> <li>• Show students the sequence sheet that they will do</li> </ul>
25	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>• While showing students life cycle of plant, ask them if they know the certain stages of a plant</li> <li>• Show sheet of parts of plant; ask if they know, take turns to point where things go.</li> <li>• Show sheet of the life cycle of the plant, explain what to do.</li> <li>• Show coloring sheet ask if they know what to do.</li> <li>• Dismiss them by whomever is being quiet or by rows. Give assignment as you dismiss from carpet.</li> <li>• They can use markers, crayons, or just their pencil; it is up to them but remind them what they can use. They should have supplies at their desk.</li> </ul>
20	<p><b>Explore: (independent, concrete practice/application with relevant learning task - connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>• Explain the assignment- hold it up to show them what it looks like; point to things on the page as you explain it.</li> <li>• Hand papers in the hand-in tray when completed; they know where this is.</li> <li>• To end the activity, we will get out our book boxes and read silently can sit around the room, and try to find the characters, settings, and main ideas on our own.</li> </ul>
10	<p><b>Review (wrap up and transition to next activity):</b></p> <p>11. Today we learned about the life cycle of a plant.</p> <p>12. We learned how to put the cycle in order.</p> <p>13. Transition to book boxes by using the chimes; I ring the chimes the children stop what they are doing and listen to my directions to go get their book boxes; everyone has their own, and will read silently and try to find the characters, settings, and main ideas on their own.</p>
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson-clarifying questions, check-</b> Took mental notes on what students grasped concept of characters, settings, and main ideas and who did not. Noting on what to work on and how to better support those students. If everyone understood, then I would make it more challenging by bringing in a more difficult book something that is not so familiar to them.  <b>in strategies, etc.</b></p> <p><b>Consideration for Back-up Plan:</b> Make things more challenging if this time it seemed too easy for them.</p>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b></p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>	

Needs to build more on background knowledge, no PowerPoint just color worksheets, lesson was good, really engaging.

It was great! The only thing is I feel like there were a lot of worksheets for kindergarteners, but eh lesson was very well planned!

Should explained why the skill is important and why students are expected to learn it. Maybe a little more direct instruction on plants. Good engaging questions, good guided practice. Maybe review at the end if you have more time – right as she was writing this, I said that I would review it at the end and go over the cycle again.

# Life Cycle of a Plant





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

### Parts of a SUNFLOWER

Directions: cut out the labels below and glue them into the correct box.

flower | seeds | stem | leaf | roots

## Plant Life Cycle

First	Next	Then	Last

**Cut and paste in the correct order above.**

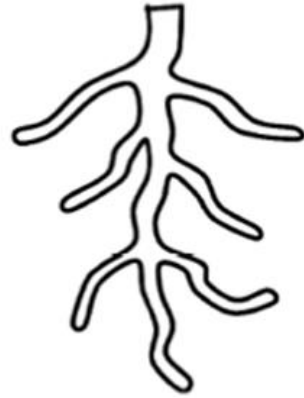
<p>Roots grow down into the soil and a stem grows up.</p>	<p>A seed is planted in the soil.</p>	<p>Leaves grow and blossoms form on the plant.</p>	<p>From the seed, a tiny new plant sprouts.</p>

## Read and Color

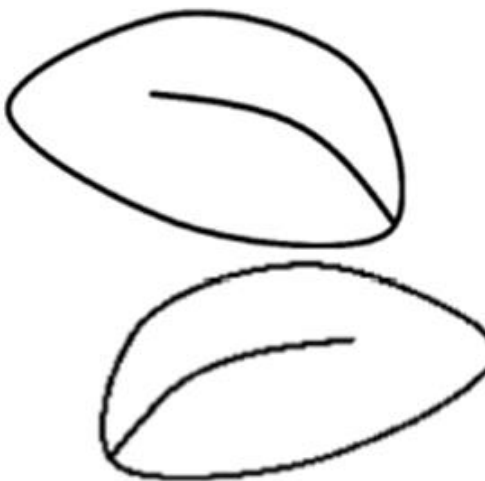
Color the seed black.



Color the roots brown.



Color the leaves green.



Color the flower purple.



## Appendix H

**Indirect Lesson Plan**

**Grade:** Kindergarten

**Subject:** Science

**Materials:** Little plants, dirt, cups, water, post-it notes, pencil, paper, markers, name of animals they will research

**Technology:** Chromebook for students to research about animals' life and environment

**Standards:** LS1.C. All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. ESS2.E Plants and animals can change their environment.

**Objective:** Students will by the end of three weeks, be able to tell you about the Life Cycle of a Plant by planting and observing a plant grow. Students will by the end of three weeks, be able to tell you about the Life Cycle and habitat of three different animals by using their research to help describe an animal's life.

**Instruction:** Going off my Direct Instruction Lesson Plan; of Plant Life Cycle, add Animal Life Cycle and planting their own plant to observe how it grows. They will each receive a small plant to plant and be placed by the window to watch it grow. At first, they will put the dirt in the cup, then place the seed in the cup, and walk over to the sink to give it some water. They will then place it on the counter by the sink and I will put it by the window, so they won't spill it. Throughout the day, the students will have a chance to observe the plant. They will use the Chromebook and go on *Pebble Go* to research about animals and their habitat. I will have a wall that is divided into Life Cycle, Habitat, Food, Body, and Fun Facts. I will have an animal picked out because there are



many different kinds. Students will get a post-it note and write what they found out about the animal and place it on the wall in the appropriate place.

**What the Students will do, this is right after we learned about the plant life cycle at the carpet:**

1. Students will come one at a time, when you call them by picking sticks, to your desk to put dirt in a cup with a  $\frac{1}{4}$  c. measuring cup, then add a seed, then walk over to sink with their plant and put some water in it. You will have a mark on the inside of the cup to know how much water needs to be put in. Students will place the cup on the counter by the sink because it will be hard for them to walk it over to the window without spilling it. Also have their names written on the cup so you know what one is theirs.
2. After they have placed their plants on the counter, have them wash their hands just incase they have dirt on them. Then have them get their Chromebook and login. Have them go to *Pebble Go* and find the animal of the week.
3. On the wall of wanting to know, a name of the animal will be there so they will know what animal they will be researching. We will be researching for three weeks so they will have three different animals, one each week.
4. Walk around, give them post-it notes to write the facts they have found, remind them to use a pencil. Also make sure they have found the right animal and help them if they need it. The post-it notes will placed on the wall by the students in the appropriate spot.
5. After each week, we will go over the post-it notes and ask the students questions of what they learned and why they think it is important.
6. After the three weeks are done, give them a piece of paper of plant life cycle stages and have them cut it out and see if they can place it together.

7. Do the same thing with the animals, pick an animal that they have learned about and have a piece of paper with different animals with their habitats, food, and see if they can identify which animal goes where.

Appendix I

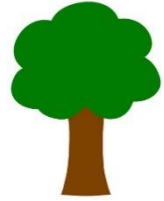
Draw in the next 2 Shapes. 5 points Bloom's – Comprehension



**Match the Letter to the Picture that starts with that letter.**

5 points, 1 point for each letter Bloom's – Knowledge

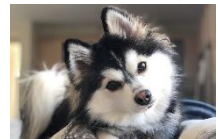
**A**



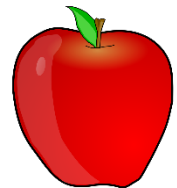
**C**



**T**



**B**



**D**



**True or False. Read the statements carefully and see if they are True or False. I will read the questions to the students if they cannot read them. Circle T for True and F for False.** 6 points, 1 point for each question Bloom's – Application

- |    |   |   |   |
|----|---|---|---|
| 1. | T | F | Elephants can jump.                         |
| 2. | T | F | Penguins can fly.                           |
| 3. | T | F | A ladybug's black spots tell how old it is. |
| 4. | T | F | A caterpillar turns into a butterfly.       |
| 5. | T | F | A cheetah is the fastest animal on earth.   |
| 6. | T | F | A spider has 4 legs                         |

**Multiple Choice. I will read the questions and multiple-choice answers to the students who cannot read. Circle the letter that answers the questions.** 5 points, 1 point for each question

Bloom's – Application

1. What do fish do?
  - a. Run
  - b. Jump
  - c. Swim
  - d. Walk
2. Where do fish live?
  - a. In the forest
  - b. In the water
  - c. In the woods
  - d. At the mall
3. What animal has a big long neck?
  - a. Turtle
  - b. Horse

- c. Giraffe
  - d. Mouse
- 4. How many letters are in the word frog?**
- a. 3 letters
  - b. 5 letters
  - c. 6 letters
  - d. 4 letters
- 5. What animal has a trunk for a nose?**
- a. Elephant
  - b. Dog
  - c. Cow
  - d. Monkey

**For Restricted Response Questions, I would have students come to my desk one at a time and ask them questions that they can orally respond to.**

**5 points Bloom's – Evaluation**

In the story of *Frozen* or *Frozen 2*, give some examples of how Princess Anna got to become Queen of Arendelle. Give me 2 examples.

**For Extended Response Questions, I would have students come to my desk one at a time and ask them questions that they can orally respond to.**

**10 points Bloom's – Creating**

Now that you are in Kindergarten, tell me some of the things you learned and some of the things that was hard to learn. Give me 5 examples.

Grade: Kindergarten

Subject: Reading

Materials: Poster board, markers, The Three Little Pigs book, stuffed animals aligned with book, plain white printer paper, pencils, a short story.

Technology Needed: None

**EDU 320 SYNTHESIS PAPER**  
Instructional

**Guided Practices and Concrete Application:** 39

**Strategies:**

- Direct instruction
- Guided practice
- Socratic Seminar
- Learning Centers
- Lecture
- Technology integration
- Other (list)
- Peer teaching/collaboration/cooperative learning
- Visuals/Graphic organizers
- PBL
- Discussion/Debate
- Modeling

- Large group activity
- Independent activity
- Pairing/collaboration
- Simulations/Scenarios
- Other (list)
- Hands-on
- Technology integration
- Imitation/Repeat/Mimic

**Explain:**

Large group – at carpet reading book and discussing it. Read a short story before going over what characters, setting and main ideas are so the students can guess what they are to them. Independent – 2 creating their own story on a piece of paper including characters, setting, and main idea.

**Standard(s)** RL.3 With prompting and support, identify characters, settings, and major events in a story.

**Differentiation**

**Below Proficiency:** For students struggling with settings and main ideas, I would put them into groups and have a teacher time and go over a simple book with settings and main idea and help them find ways to identify them.

**Above Proficiency:** For students who are getting the settings and main idea, I would put them into groups and at the same time as teacher time but on their own and have them identify settings and main idea, independently.

**Approaching/Emerging Proficiency:** Students will know what a book is and the characters in the book.

**Modalities/Learning Preferences:** Maybe putting students into different groups and giving them different stories for the different kinds of learners.

**Objective(s)** Students will, at the end of this lesson, listen to or read in their own words a fairy tale and identify characters, setting, & major events in the story.

**Bloom's Taxonomy Cognitive Level:** Remembering and Understanding

**Classroom Management- (grouping(s), movement/transitions, etc.)**

This activity is done at carpet time, they have their own carpet spots, use turn-in talk for thinking about what is happening in the story.

**Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)**

Students are expected to sit at carpet spots, hands to self, and quiet unless called on or prompted to do turn-in-talk. If they want to speak, the expectation is to raise their hand and wait to be called on. When asked to do turn-in-talk, they will turn to one student unless it is an odd number, then some might have a second person, and talk briefly about what was asked. Remind students of carpet procedures when first at carpet.

Minutes

Procedures

<p>45</p>	<p><b>Set-up/Prep:</b> Have book, poster board, markers, stuffed animals for visual aid at front of the room, ready to go. Have short story ready to read. Have plain white paper ready to pass out after story is read.</p>
<p>10</p>	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ul style="list-style-type: none"> <li>• Have students sit at carpet spots</li> <li>• State that we are reading <i>The Three Little Pigs</i></li> <li>• Show students the stuffed animals and ask what they are.</li> <li>• Ask students if they have heard this story before, most of them probably have.</li> <li>• Show students the cover of the book. Ask students what is happening in the picture. Locate the title and name of author</li> </ul>
<p>25</p>	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>• Have students sit at carpet spots; everyone has one and they know where it is.</li> <li>• Go over the book, location of title, author, illustrator. Tell students that we want to know the characters, setting, and main idea. I will write the characters, setting, and main idea on poster board after we have talked about them and all agree on what they are.</li> <li>• During reading, I will ask questions about the book and the page that we are on or what will happen once I turn the page. There will be a time when I have the students turn-in-talk to each other to share their ideas about the story.</li> <li>• When story is over, and you have gone through the characters, setting, and main idea and have written it down on the poster board. It is time for the children to go to their desk. First explain that there is an activity to do and show them the page with the sequence: explain what is required and then show them the page with the tracing the words: explain what to do and say the words, some kids might not be able to read them.</li> <li>• Dismiss them by whoever is being quiet or by rows. Give assignment once you dismiss from the carpet. They can use markers, crayons, or just their pencil; it is up to them but remind them what they can use.</li> </ul>
<p>20</p>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>• Explain the assignment- hold it up to show them what it looks like; point to things on the page as you explain it.</li> <li>• Hand papers in the hand-in tray when completed; they know where this is.</li> <li>• To end the activity, we will get out our book boxes and read silently can sit around the room, and try to find the characters, settings, and main ideas on our own.</li> </ul>
<p>10</p>	<p><b>Review (wrap up and transition to next activity):</b></p> <ol style="list-style-type: none"> <li>14. Today we learned about characters, settings, and main ideas of a story, which makes up the story.</li> <li>15. We learned how to put pictures from the story in order of how they happened.</li> <li>16. Transition to book boxes by using the chimes; I ring the chimes the children stop what they are doing and listen to my directions to go get their book boxes; everyone has their own, and will read silently and try to find the characters, settings, and main ideas on their own.</li> </ol>
<p><b>Pre-Assessment:</b> Teacher will read a short story and they will identify characters, setting, and main idea and discussion before the lesson is taught.</p> <p><b>Formative Assessment: (linked to objectives)</b> Create something – students will be given a plain white paper, they will create their own story with characters, a setting, and a main idea. They will be able to use markers, crayons, and pencils. They will hand it in to teacher when they are finished.</p> <p>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>Consideration for Back-up Plan:</p>	<p><b>Summative Assessment (linked back to objectives)</b> <b>End of lesson:</b></p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	



### Performance Assessment

This will be based off the lesson plan of the students learning main characters, setting, and major ideas. Students have heard different fairy tales and are able to identify characters, setting, and main idea. For the performance assessment, the students will create their own story either drawing and writing or just drawing with some words that they know. After they have finished creating their story, I would have them in groups of two to share their stories and give each other feedback on the story. The students will tell each other about the story as they look at the picture and the creator of story can point out what they are trying to say within their picture. Their story should have characters, setting, and main idea, a beginning, middle and end. The students can use pencils to draw and crayons or markers to color their story.

For Kindergarten, I would not necessarily assign homework but give parents and children ideas that can help them keep up with learning that they can do at home. I would send how a Reading Log List and whenever someone reads to them, they would just write it down on the list and then the student would bring it back to school and I can see that they are reading at home with someone. Most parents read their children a bedtime story and this would be great for the reading log. I would also send home a sight word list and they can practice it randomly throughout the week to help the student become aware of those words. The parents can make flash cards with the sight words or they can read them a couple minutes a night will help with learning them. Lastly, I would assign something that aligns with what letter or number we are learning that week. Let's say we were learning the letter C, so then I would tell the student to find five things that start with

the letter C at home and write or draw them on a piece of paper. Same idea with learning the number. The number can correlate to how many things that they can find for the letter. These small tasks would not have to be done every day, but it would help keep up with the routine and they also would not take very long maybe ten minutes at most but that would be more or less the story if it was a long book. The reading log can be checked weekly unless the students will bring it in daily then I will make time to check then. They will have a take home folder for these papers to be stored in.

Reading Log

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

Date	Book Title	Author	Read by: (Initials of reader)

Kindergarten Sight Word List

I	like	the	and	see
we	a	to	come	me
with	my	you	what	are
now	is	how	find	this
will	be	go	for	make
play	said	good	she	all
he	no	do	down	have
help	look	out	off	take

List at least five things that start with the Letter C: (Or you can Draw them)

- Cat
- Car
- Can
- Cup
- Cut



