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What Items Would Abraham Lincoln Leave in a Time Capsule?

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Kindergarten

Cumberland County Student Teaching

Cooperating Teacher: Mr. Hughes

Longwood University Supervisor: Dr. Maynard

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***Table of Contents***

Contextual Factors……………………………………………………………………………pages 3-7

Developmental Considerations…………………………………………………………pages 8-10

SOLs………………………………………………………………………………………………………pages 11-15

IRA, NCTM, NSTA, NCSS Standards……………………………………………pages 16-17

Learning Template………………………………………………………………………………page 18

Introductory Letter to Students……………………………………………………page 19

George Washington’s Time Capsule…………………………………………………page 20

KWL Chart……………………………………………………………………………………………page 21

Lesson Plans…………………………………………………………………………………………pages 22-62

Abraham Lincoln’s Time Capsule Choices………………………………………page 63

Authentic Assessment Rubric…………………………………………………………page 64

Data Tables…………………………………………………………………………………………pages 65-68

Summation of Data Tables………………………………………………………………pages 69-73

Unit Reflection……………………………………………………………………………………pages 74-77

Pre/Post Assessment

Pre Assessment Scores

Post Assessment Scores

Appendix (Resources)

***Contextual Factors***

<http://www.cucps.k12.va.us/>

**Community, School, and Classroom Factors**

Cumberland County is a rural community founded in 1750, “1st Call for Independence”. The population, about 9,849 people, is made up of 64.3% Caucasian and 32.8% African American. Unfortunately, 15.2% of the population is below the poverty level, greatly impacting the number of free or reduced lunch within the county. In the county, 13% of students graduate with an associate’s degree and 58% the graduate with an advanced student diploma. At the high school level, the on-time graduation rate is 94%.

Cumberland County Public Schools is the home of the Dukes, where it is their motto to be “Student Centered, Teacher Inspired”. This motto is meant to inspire all students with the confidence of accomplishing set goals, ability to contribute to their community, and acquire a strong passion for learning. There are three public schools within Cumberland County: Cumberland Elementary School, Cumberland Middle School, and Cumberland High School. This school system ranges from Pre-Kindergarten to the 12th grade. There are currently about 723 student enrolled at Cumberland Elementary School, with a student teacher ratio of 1:14. Out of these students, 58.6% receive free of reduced lunch.

In Mr. Hughes’ Kindergarten class, there are a total of twenty one students, twelve boys and nine girls. Race of these students are Caucasian (9) , African America (8), and Multiracial (4). The classroom environment is extremely warm and inviting. The students view their classroom as a safe place, where they can freely express their knowledge and opinions. There are six parallel tables labeled with a student’s name at each seat. These tables are utilized for morning work, stations, and small group activities. There is a large carpet area in the front of the room for calendar discussion, morning meeting, and whole group instruction. There are multiple chalk boards throughout the classroom for the teacher to utilize whenever necessary. Along the left hand side of the room, there is a Promethean board that is used on a regular basis. The classroom is also accessible to the Kindergarten pod area. The pod is often used for small group and one-on-one instruction.

The overall classroom management is straight-forward and concise. The rules and expectations are explicitly communicated on a daily basis. My mentor teacher uses behavior charts and a color changing system to manage classroom behaviors. A few students in the classroom have their behavior monitored constantly throughout the day on a behavior chart. After each activity, resource, lunch, and recess the student must discuss his or her opinion regarding behavior. For appropriate behavior the student receive a smiley face, for inappropriate behavior the student receives a sad face along with a behavior explanation. This behavior chart is then sent home for the student’s parent or guardian to sign and return the following day. As a whole, the class uses a color change system to manage behaviors. For each inappropriate action, the student changes his or her color from green, to yellow, to blue, to red. At the end of the day, the students who remained on green throughout the entire day are rewarded a treat. These daily expectations and procedures have been established so that the students are ready to begin working as soon as they enter the classroom in the morning. The daily schedule follows the same routine every day: morning work, calendar discussion and morning meeting, breakfast, whole group literacy instruction, resource, small group literacy instruction, lunch, math instruction, science and/or social studies instruction, recess, pack-up, and dismissal.

**Developmentally Responsive Elementary Classroom**

Students’ ages within the classroom are five or six years old. There is a strong emphasis on the physical environment, classroom climate, reading, and word study. Letter recognition and formation are stressed and practiced on a daily basis. The students often participate in literacy activities throughout the day. Writing activities and strategies are not overly prevalent within the classroom at the point in the school year. The students have displayed a wide variety of abilities in regards to writing. Some students possess a strong writing ability, where others are not yet prepared to independently write. Number recognition and formation are also prevalent. Mathematics is taught on a daily basis in whole group, small group, and guided practice. Language Arts, mathematics, science, and social studies are the main content areas of focus.

Academic activities within the classroom are active and appropriate for Kindergarten age students. Many of the activities are authentic and provide the students with a sense of purpose. The students enjoy participating in activities that are engaging, active, and hands on. Engaging instruction increases students’ excitement, motivation, and passion for learning. These activities are intended to maximize student learning to its full potential, based on the individual student’s abilities. Mr. Hughes ensures that the students are taught on their instructional level. Once the content is mastered, the students complete these activities independently.

**Students’ Varied Approaches to Learning**

The students are given many different opportunities to learn and collaborate with others throughout the day. Whole group instruction takes place on the carpet, where the students sit in three rows facing the teacher. These rows are created intentionally by the teacher based on academic and behavioral needs. The students who struggle most with learning certain material or are easily distracted sit in the front row. Needs and behaviors decrease as the rows continue. Small groups and station activities take place at the six tables within the classroom and the pod area. These small groups are constructed based on learning level and needs of the student. Depending on the content, Mr. Hughes will create group containing both high learners and struggling learners. Mr. Hughes also conducts one-on-one time with the students during stations. This time is used to conference with the students about his or her progress and for Mr. Hughes to assist them individually. Independent work is completed daily in the morning.

**Students’ Skills and Prior Learning**

Pre/Post Assessments

Maps Assessment

Pals Assessment

A to Z Assessment

I-Ready

Kindergarten VA SOLs and Pacing Guide

**Contextual Implications for Instructional Planning and Assessment**

Skills and strategies for this unit will be discussed and reviewed in a whole group setting before instruction beings. While creating and presenting Abraham Lincoln’s time capsule, the students will be split into small groups based off of their pre assessment scores and behavioral needs. These groups with consist of both students who scored high and students who are still developing in a particular area. Differentiated lessons will be available based on student learning styles and levels. Multiple formative assessments will be given throughout a lesson or unit to ensure student growth and comprehension of the content. The formative assessments will be authentic and purpose driven. An authentic assessment rubric will be used to provide students with feedback on their time capsules. The students will be scored based on craftsmanship of the time capsule, time capsule items, presentation, and group communication. Students will be expected to share their thinking and make connections to their prior knowledge and learned content, when completing the authentic assessment of creating and presenting Abraham Lincoln’s time capsule.

***Developmental Considerations***

There are several developmental needs that must be taken into consideration, in regards to students’ cognitive and behavioral abilities. According to constructivist, “knowledge is not simply passed from teacher to learner”. Knowledge must be presented to activate students’ prior knowledge, in order for them to make successful connections. In Mr. Hughes’ Kindergarten classroom at Cumberland Elementary School there are a wide variety of abilities within these areas. There are several examples of both cognitive learning and behaviorism on a daily basis.

Behaviorism is prevalent within Mr. Hughes’ Kindergarten classroom. Russian psychologist, Ivan Pavlov, developed this idea behind classical conditioning. This type of conditioning has a direct connection between stimulus and response. From Pavlov’s studies, B.F. Skinner developed operant conditioning. This type of conditioning involved reinforcement and punishment. This includes the teacher’s response to a behavior. Within Mr. Hughes’ Kindergarten class, appropriate behavior is monitored by either a behavior chart or a color changing management system. For each inappropriate action, the student changes his or her color from green, to yellow, to blue, to red. If the student remains on green throughout the entire week, they are rewarded a prize from the prize box. Another example of this type of conditioning is immediate feedback. Immediate feedback instantly reinforces student responses and knowledge in an effective manner. My mentor teacher, Mr. Hughes, does an excellent job with providing immediate feedback, clear and explicit instruction, and modeling.

According to Jean Piaget, at this age level children are in the preoperational stage of cognitive development. The preoperational stage is the second stage of Piaget’s Theory of Cognitive Development ranging from three to seven years of age. Children within this stage are able to identify and store an array of images and symbols into their long term memory. Students understand and organize knowledge by using “schemes”. In Kindergarten, there is an emphasis of recognizing and understanding high frequency or sight words and letter recognition. At this stage, children also often begin to read and write. It is suggested that lessons that are assigned to these students should match their correct developmental stage; this is known as “developmental appropriate learning”.

Lev Vygotsky used the “zone of proximal development” to examine students’ cognitive development. This zone determines tasks that the students know independently and what they know with guidance from others or instructionally. Vygotsky believed that students’ abilities depend on cultural context and social interactions with other students. According to his studies, students progress when in collaboration with their more advanced peers. Mr. Hughes will often place students of a higher learning level into various groups to motivate and help the other struggling students. Students must possess the ability to believe that they can be successful, in order to achieve their goals. This ability is enhanced through student motivation. Vygotsky was the first theorist to introduce the effective techniques of scaffolding and cooperative learning. When scaffolding, the teacher fades their support given to a child as learning is accomplished or mastered. Cooperative learning and scaffolding are often used within my Kindergarten classroom. The children participate in daily station activities, where they must communicate and collaborate within on another in order to complete an assigned task. Student small groups alternate from like levels of learning abilities, to varying levels. These stations contain several different activities that are appropriate for the students’ instructional or independent level.

Many of these cognitive theories are strongly connected to project-based or integrated learning, which is being implemented within Cumberland Elementary Schools. Project-based or integrated learning, PBL, is to make the process of education “worth living itself”. This specific type of learning is an even integration of Jean Piaget’s and Lev Vygotsky’s theory approaches.

***SOLs***

**History & Social Science**

*History*

K.1 The student will recognize that history describes events and people of other times and places by

a) identifying examples of past events in legends, stories, and historical accounts of Powhatan,

Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln;

b) identifying the people and events honored by the holidays of Thanksgiving Day; Martin

Luther King, Jr., Day; Presidents’ Day; and Independence Day (Fourth of July).

K.2 The student will describe everyday life in the present and in the past and begin to recognize that things change over time.

*Civics*

K.9 The student will recognize the American flag and the Pledge of Allegiance and know that the president is the leader of the United States.

**Science**

*Scientific Investigation, Reasoning, and Logic*

K.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which g) a question is developed and predictions are made from one or more observations;

*Life Processes*

K.7 The student will investigate and understand basic needs and life processes of plants

and animals. Key concepts include

b) plants need nutrients, water, air, light, and a place to grow to survive;

c) plants and animals change as they grow, have varied life cycles, and eventually

die; and

**Mathematics**

*Number and Number Sense (Focus: Whole Number Concepts)*

K.3 The student, given an ordered set of ten objects and/or pictures, will indicate the ordinal position of each object, first through tenth, and the ordered position of each object.

*Measurement (Focus: Instruments and Attributes)*

K.7 The student will recognize a penny, nickel, dime, and quarter and will determine the value of a collection of pennies and/or nickels whose total value is 10 cents or less

K.10 The student will compare two objects or events, using direct comparisons or nonstandard units of measure, according to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder). Examples of nonstandard units include foot length, hand span, new pencil, paper clip, and block.

*Probability and Statistics (Focus: Data Collection and Display)*

K.13 The student will gather data by counting and tallying.

K.14 The student will display gathered data in object graphs, picture graphs, and tables, and will answer questions related to the data.

*Patterns, Functions, and Algebra (Focus: Attributed and Patterning)*

K.15 The student will sort and classify objects according to attributes.

**Language Arts**

*Oral Language*

K.1 The student will demonstrate growth in the use of oral language.

a) Listen to a variety of literary forms, including stories and poems.

b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns.

c) Participate in oral generation of language experience narratives.

d) Participate in creative dramatics.

e) Use complete sentences that include subject, verb, and object.

K.2 The student will expand understanding and use of word meanings.

a) Increase listening and speaking vocabularies.

b) Use number words.

c) Use words to describe/name people, places, and things.

d) Use words to describe/name location, size, color, and shape.

e) Use words to describe/name actions.

f) Ask about words not understood.

g) Use vocabulary from other content areas.

K.3 The student will build oral communication skills.

a) Express ideas in complete sentences and express needs through direct requests.

b) Begin to initiate conversations.

c) Begin to follow implicit rules for conversation, including taking turns and staying on topic.

d) Listen and speak in informal conversations with peers and adults.

e) Participate in group and partner discussions about various texts and topics.

f) Begin to use voice level, phrasing, and intonation appropriate for various language situations.

g) Follow one- and two-step directions.

h) Begin to ask how and why questions.

*Reading*

K.6 The student will demonstrate an understanding that print conveys meaning.

b) Explain that printed materials provide information.

c) Read and explain own writing and drawings.

K.8 The student will expand vocabulary.

a) Discuss meanings of words.

b) Develop vocabulary by listening to a variety of texts read aloud.

K.10 The student will demonstrate comprehension of nonfiction texts.

a) Use pictures to identify topic and make predictions.

b) Identify text features specific to the topic, such as titles, headings, and pictures

*Writing*

K.11 The student will print in manuscript.

a) Print uppercase and lowercase letters of the alphabet independently. K.12 The student will write to communicate ideas for a variety of purposes.

a) Differentiate pictures from writing.

b) Draw pictures and/or use letters and phonetically spelled words to write about experiences.

c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences.

d) Write left to right and top to bottom.

**Art**

*Visual Communication and Production*

K.2 The student will create works of art that express feelings and ideas.

K.3 The student will follow a sequence of steps used in creating works of art.

*Art History and Cultural Context*

K.13 The students will identify purposes for creating works of art.

*Analysis, Evaluation, and Critique*

K.15 The student will describe and respond to works of art.

*Aesthetics*

K.18 The student will describe ideas, experiences, and feelings expressed in personal and other works of art.

**Physical Education**

*Skilled Movement*

K.1 The student will demonstrate progress toward the mature form of selected locomotor, non- locomotor, and manipulative skills.

e) Demonstrate moving to a beat, using basic locomotor and non-locomotor rhythmic patterns

*Responsible Behaviors*

K.4 The student will use appropriate behaviors and safe practices in physical activity settings.

1. Demonstrate good listening skills when learning procedures and receiving instructions.
2. Demonstrate ability to share and be cooperative and safe with others.
3. Demonstrate an understanding of general and personal space.

**Music**

*Performance*

K.3 The student will sing a variety of songs of limited range alone and with others, including

1. singing two-pitch (sol, mi) songs, using echo and ensemble singing; and

2. singing at the appropriate time following a musical introduction.

K.6 The student will demonstrate a steady beat, using body percussion, instruments, and voice.

K.7 The student will respond to music with movement, including

1. matching locomotor and nonlocomotor movements to rhythmic patterns;

2. demonstrating expressive qualities of music, including loud/soft and fast/slow;

3. illustrating moods and contrast in music and children’s literature;

4. performing dances and other music activities from various cultures; and

5. exhibiting respect for the personal space of others when moving.

*Music History and Cultural Context*

K.9 The student will explore historical and cultural aspects of music by

1. listening to and recognizing patriotic and seasonal songs; and

K.11 The student will recognize the relationships between music and other fields of knowledge.

**Technology**

*Basic Operations and Concepts*

C/T K-2.1 Demonstrate an operational knowledge of various technologies.

A. Use various types of technology devices to perform learning tasks.

* Use a keyboard, mouse, touchscreen, touchpad, and other input devices to interact with a computer.
* Use appropriate buttons, gestures, menu choices, and commands to manipulate the computer when completing learning tasks.

B. Communicate about technology with appropriate terminology.

* Use basic technology vocabulary as needed.

*Technology Research Tools*

C/T K-2.4Plan and apply strategies for gathering information, using a variety of tools and sources, and reflect on alternate strategies that might lead to greater successes in future projects.

A. Identify information in various formats.

* Recognize that information may be presented as printed text, electronic text, audio, video, or images.

B. Identify available sources of information.

* Be able to name and use sources of information available at school and outside the school.

***IRA, NCTM, NSTA, NCSS Standards***

**International Reading Association (IRA)**

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

3. Students apply a wide range of strategies to comprehend, interpret, and evaluate, and appreciate texts. They draw on their prior experiences, their interactions with other readers and writers, their knowledge of word meaning and of the other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure context, graphics).

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences for a variety of purposes.

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

**National Council of Teachers of Mathematics (NCTM)**

Understand numbers, ways of representing numbers, relationships among numbers, and number systems

-Count with understanding and recognize “how many” in sets of objects;

-Develop understanding of relative position and magnitude of whole numbers and of ordinal and cardinal numbers and their connections;

Understand patterns, relations, and functions

-Sort, classify, and order objects by size, number, and other properties;

Understand measurable attribute of objects and the units, systems, and processes of measurement

-Recognize the attributes of length, volume, weight, area, and time;

-Compare and order objects according to these attributes;

Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them

-Sort and Classify objects according to their attributes and organize data about the objects;

-Represent data using concrete objects, pictures, and graphs.

**National Science Teachers Association (NSTA)**

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

**National Council for the Social Studies (NCSS)**

*I.Culture*

Social studies programs should include experience that provides for the study of culture and cultural diversity, so that the learner can:

e. give examples and describe the importance of cultural unity and diversity within and across groups.

*VI.Power, Authority, & Governance*

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

e. distinguish among local, state, and national government and identify representative leaders at these levels such as mayor, governor, and president;

***Learning Template***

The teacher will receive a time capsule from the Cumberland County Elementary School Principal, Mr. Mabey. The time capsule will contain a letter from George Washington and items that represent his life. This letter will express that Abraham Lincoln is in need of help! The 16th president’s time capsule has been lost. George Washington has asked Mr. Hughes’ Kindergarten to create a new time capsule for President Lincoln. This time capsule will contain a letter for future students and items that represent Abraham Lincoln’s life. Are these Kindergarten Historians up for the challenge?

***Introductory Letter to Students***

Dear Mr. Hughes’ Kindergarten Class,

I am so happy that you have finally found my time capsule from over 200 years ago! Inside of this capsule you will find important items about my life as the 1st president of the United States of America. Every president after me has created a time capsule just like this one. Unfortunately, the 16th president, Abraham Lincoln’s, time capsule has been lost.... For the next two weeks you will learn about both my life and the life of Abraham Lincoln. You will then create a new time capsule just for him! You are all responsible for the outcome of this very special time capsule. Are you up for the challenge? If so, put your thinking caps on and get to work. Best of luck!

Sincerely,

The Father of Our Country

**George Washington**

***George Washington’s Time Capsule***

**CapsuleItems:**

Two Portraits of George Washington

Introductory Letter to Students

The State of Virginia

Bean Plant Picture

Three Corner Hat

Jar of Cherries

Surveying Map

One Dollar Bill

Quarter

Quill

***KWL Chart***

|  |  |  |
| --- | --- | --- |
| **K**  What We Know | **W**  What We Want to Know | **L**  What We Learned |
| -AL was the 16th president.  -GW is on the quarter.  -GW wore a 3 corner hat.  -GW and AL are from the past.  -GW had a curl in his hair.  -GW made maps for surveying.  -GW lived in Virginia.  -AL lived in a log cabin. | Why did GW chop down a cherry tree? No, this is a legend  What would be in AL’s time capsule? **C:\Users\Student\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\N11R0NIQ\MC900441310[1].png**  What hat did AL wear?C:\Users\Student\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\N11R0NIQ\MC900441310[1].pngStove pipe hat  Did GW die on a farm? No  Where did AL live? C:\Users\Student\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\N11R0NIQ\MC900441310[1].png Log Cabin/Kentucky  Did GW and AL go to school? C:\Users\Student\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\N11R0NIQ\MC900441310[1].png  GW=no/AL=yes | -AL wore a stove pipe hat.  -AL lived in Kentucky.  -They both helped our country.  -AL ended slavery in the United States.  -GW was the 1st president.  -AL is on the penny and the $5.  -GW is on the $1. |

***Lesson Plans***

**Lesson Plan #1**

|  |  |
| --- | --- |
| **Student Teacher:** Mary Lacen Kinkel | **School**: Cumberland Elementary School |
| **Cooperating Teacher:** Mr. Hughes  **University Supervisor:** Dr. Maynard | **Subject Area**:  History-Time Capsule Introduction |
| **Grade Level:** Kindergarten | **Time:** 30-45 minutes |
| **Pre Assessment administered prior to the introduction of George Washington’s time capsule.**  **Virginia Standard(s) of Learning**  *History*  K.1 The student will recognize that history describes events and people of other times and places by  a) identifying examples of past events in legends, stories, and historical accounts of Powhatan, Pocahontas, ***George Washington***, Betsy Ross, and ***Abraham Lincoln***;  b) identifying the people and events honored by the holidays of Thanksgiving Day; Martin Luther King, Jr., Day; ***Presidents’ Day***; and Independence Day (Fourth of July).  K.2 The students will describe everyday life in the present and in the past and begin to recognize that things change over time.  *Civics*  K.9 The student will recognize the American flag and the Pledge of Allegiance and know that ***the president is the leader of the United States***.  *Science-Scientific Investigation, Reasoning, and Logic*  K.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which g) a question is developed and predictions are made from one or more observations;  **NCSS**  I.Culture  VI.Power, Authority, & Governance  **IRA**  3,4,7,8,11,12 | |
| **Instructional Objectives**  The students will be able to identify George Washington with 80% accuracy.  The students will be able to understand that George Washington is celebrated on President’s Day, which is observed in the month of February with 80% accuracy.  The students will be able to understand that George Washington lived long ago with 100% accuracy.  The students will be able to understand that George Washington was the leader of the United States of America while he was president with 100% accuracy.  The students will be able to complete the know and want to know sections of the KWL chart with at least 5 sentences/questions per column. | |
| **Instructional Design**  **Introduction**  The lesson will begin by the teacher stating behavioral and instructional expectations while sitting on the carpet.(Sitting Indian style in rows, keeping our bodies to ourselves, turning on listening ears, and raising your hand to ask a question, etc.)  1, 2, 3, eyes on me. 1, 2, 3, eyes on you and catch a bubble will be used to manage and redirect behavior.  The students will be actively engaged by volunteering and participating in discussion, answering key discussion questions, and making connections.   * “1, 2, 3, eyes on me. 1, 2, 3, eyes on you.” Set behavioral and instructional expectations.   Remind student of and reinforce the *Pete the Cat* shoe classroom management system.  The teacher will receive a time capsule from the Cumberland County Elementary School Principal,  Mr. Mabey. The time capsule will contain a letter from George Washington and items that  represent his life. This letter will express that Abraham Lincoln is in need of help! The 16th  president’s time capsule has been lost. George Washington has asked Mr. Hughes’ Kindergarten  to create a new time capsule for President Lincoln. This time capsule will contain a letter for  future students and items that represent Abraham Lincoln’s life. Are these Kindergarten Historians  up for the challenge?  The teacher will read the time capsule letter to the students  “Dear Mr. Hughes’ Kindergarten Class,  I am so happy that you have finally found my time capsule from over 200 years ago! Inside of this capsule you will find important items about my life as the 1st president of the United States of America. Every president after me has created a time capsule just like this one. Unfortunately, the 16th president, Abraham Lincoln’s, time capsule has been lost.... For the next two weeks you will learn about both my life and the life of Abraham Lincoln. You will then create a new time capsule just for him! You are all responsible for the outcome of this very special time capsule. Are you up for the challenge? If so, put your thinking caps on and get to work. Best of luck!  Sincerely,  The Father of Our Country  **George Washington**”  “Before we look inside, what type of items do you think we might find in this time capsule?” “Let’s try to predict items that would best represent George Washington’s life.”(Predicting) Class discussion will be facilitated based off of students’ responses. Write students responses on the chalk board. “Let’s see what is inside!”  **Subject Content/Topics**  The student will recognize that history describes events and people of other times and places.  The students will identify American president George Washington.  The students will understand that George Washington is celebrated on President’s Day, which is observed in the month of February.  The students will understand that George Washington lived long ago.  The students will understand that George Washington was the leader of the United States of America while he was president.  The students will understand the significance of George Washington to the United States of America.  The students will complete the know and want to know sections of the KWL chart.  The students will complete and echo read the K&W sections of the KWL chart.  **Learning Activities/Procedures**  “I am going to call on some friends to choose an item out of George Washington’s time capsule.”  “I am only going to call on friends who are sitting nicely in their rows, following directions, and  being respectful to others to be my helpers.” As each student chooses an item, have students use  thumbs up or thumbs down as to whether or not they have seen the item before. Class discussion  will be facilitated based of off students’ responses to each item. Briefly discuss the importance of  each item within the time capsule.  **Key Discussion Questions**  These key discussion questions will be facilitated based off of students’ questions and observations in the Introduction, Learning Activities/Procedures, and Closure sections.  **Closure**  KWL Chart  After each item has been discussed, tell the students, “Now that we have looked at all of the items inside of George Washington’s time capsule, we need to figure out what we know about George Washington and Abraham Lincoln and what we want to know about George Washington and Abraham Lincoln.” Call on students to share what they already know. Once the first column is filled, echo read each sentence for what we know. After the what we know column, call on students to share what they want to know. Once the second column is filled, echo read each question for what we want to know. Remind the students that we will be learning about the lives of president George Washington and president Abraham Lincoln for the next two weeks! “We will late come back to this chart to share what we learned about George Washington and Abraham Lincoln.” “Make sure to pay close attention for items that you could put inside your time capsule for Abraham Lincoln.” | |
| **Differentiated Learning Activities**  Number of Learners: 21  Gender: 12 boys; 9 girls  Race/Ethnicity: Caucasian 11; African American 10  School Socio-Economic Status: Persons below Poverty Level=15.2% of the population  Free or Reduced Lunch= 58.6% of students  The students will be provided with content being represented in George Washington’s time capsule.  The students will be engaged by actively participating in discussion, answering key discussion question, and volunteering to share their thinking.  The students will actively participate with the items within George Washington’s time capsule.  The students will discuss the item capsule items as a cooperative group.  The students will use verbal responses to respond to instruction. | |
| **Instructional Resources and Technology**   * Shoe box * Paper bags * Paper mache mixture * Time capsule items: two portraits of George Washington, introductory letter to students,   the state of Virginia, three corner hat, jar of cherries, surveying map, one dollar bill, plant  picture, quarter, and a quill   * Promethean Board * KWL Chart | |
| **Formative Assessment**  Evidence to display student understanding will be collected through formative assessments while  Discussing George Washington’s time capsule and completing the K&W sections of the KWL chart. The  students will be expected to know that George Washington was the first president of the United States of  America and that he is celebrated on President’s Day in the month of February. The students will be  expected to engage in discussion of the time capsule items. The students will also be expected to  share what they know and what they want to know about George Washington and Abraham  Lincoln. Students will be asked to use their prior knowledge and knowledge about the two  presidents to develop their thinking. The students will be evaluated based on their participation  and engagement in the discussion of George Washington’s time capsule and the completion of the  K&W sections of the KWL chart.  Using the thumbs up and thumbs down, I will be able to check for students’ prior knowledge regarding George Washington’s time capsule items.  Using unison response, I will be able to check for general student understanding of content.  Using the KWL chart, I will be able to see what the students already know about George Washington and Abraham Lincoln and what they would like to know.  Selected students will share their thinking with the whole group. | |
| **Reflection**   * Students were highly engaged and interested. * They were hooked and truly thought the time capsule was authentic. * The students seemed to really enjoy investigating George Washington’s time capsule. * The students followed all lesson activities and behavioral expectations given. * Student possessed high motivation. * Excellent job answering questions, asking questions, and making connections. * Lots of unison and individual responding. * The students were able to complete the K&W sections of the KWL chart. * The students were able to echo read the K&W sections of the KWL chart.   **What We Know**  Abraham Lincoln was the 16th president.  George Washington is on the quarter.  George Washington wore a 3 corner hat.  George Washington and Abraham Lincoln are from the past.  George Washington had a curl in his hair.  George Washington made maps for surveying.  George Washington lived in Virginia.  Abraham Lincoln lived in a log cabin.  **What We Want to Know**  Why did George Washington chop down a cherry tree?  What would be in Abraham Lincoln’s time capsule?  What hat did Abraham Lincoln wear?  Did George Washington die on a farm?  Where did Abraham Lincoln live?  Did George Washington and Abraham Lincoln go to school?   * Redirected student behavior successfully. * Tapped into students’ prior knowledge and background knowledge about George Washington and also checked for student understanding (thumbs up or thumbs down). * Tapped into students’ prior knowledge and background knowledge about Abraham Lincoln. | |

**Lesson Plan #2**

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| **Student Teacher:** Mary Lacen Kinkel | **School**: Cumberland Elementary School |
| **Cooperating Teacher:** Mr. Hughes  **University Supervisor:** Dr. Maynard | **Subject Area**:  History |
| **Grade Level:** Kindergarten | **Time:** 30-45 minutes |
| **Virginia Standard(s) of Learning**  *History*  K.1 The student will recognize that history describes events and people of other times and places by  a) identifying examples of past events in legends, stories, and historical accounts of Powhatan, Pocahontas, ***George Washington***, Betsy Ross, and Abraham Lincoln;  b) identifying the people and events honored by the holidays of Thanksgiving Day; Martin Luther King, Jr., Day; ***Presidents’ Day***; and Independence Day (Fourth of July).  K.2 The students will describe everyday life in the present and in the past and begin to recognize that things change over time.  *Civics*  K.9 The student will recognize the American flag and the Pledge of Allegiance and know that ***the president is the leader of the United States***.  *Technology-Basic Operations and Concepts*  C/T K-2.1 Demonstrate an operational knowledge of various technologies.  A. Use various types of technology devices to perform learning tasks.   * Use a keyboard, mouse, touchscreen, touchpad, and other input devices to interact with a computer. * Use appropriate buttons, gestures, menu choices, and commands to manipulate the computer when completing learning tasks.   B. Communicate about technology with appropriate terminology.   * Use basic technology vocabulary as needed.   *Technology Research Tools*  C/T K-2.4Plan and apply strategies for gathering information, using a variety of tools and sources, and reflect on alternate strategies that might lead to greater successes in future projects.  A. Identify information in various formats.   * Recognize that information may be presented as printed text, electronic text, audio, video, or images.   B. Identify available sources of information.   * Be able to name and use sources of information available at school and outside the school.   *Music*  *Performance*  K.3 The student will sing a variety of songs of limited range alone and with others, including  1. singing two-pitch (sol, mi) songs, using echo and ensemble singing; and  2. singing at the appropriate time following a musical introduction.  K.6 The student will demonstrate a steady beat, using body percussion, instruments, and voice.  *Music History and Cultural Context*  K.9 The student will explore historical and cultural aspects of music by  1. listening to and recognizing patriotic and seasonal songs; and  K.11 The student will recognize the relationships between music and other fields of knowledge.  **NCSS**  I.Culture  VI.Power, Authority, & Governance  **IRA**  3,4,7,8,11,12 | |
| **Instructional Objectives**  The students will be able to identify George Washington with 100% accuracy.  The students will be able to understand that George Washington is celebrated on President’s Day, which is observed in the month of February with 100% accuracy.  The students will be able to understand that George Washington lived long ago with 100% accuracy.  The students will be able to understand that George Washington was the leader of the United States of America while he was president with 100% accuracy.  The students will be able to answer comprehension questions regarding the Brain Pop Jr. video *George Washington* with 90% accuracy.  The students will be able to make connections between the Brain Pop Jr. video/The Presidents Song! and George Washington’s time capsule with 90% accuracy.  The students will be able to sequence the events of George Washington’s life with 80% accuracy.  The students will be able to echo read the George Washington mini book with 100% accuracy. | |
| **Instructional Design**  **Introduction**  The lesson will begin by the teacher stating behavioral and instructional expectations while sitting on the carpet.(Sitting Indian style in rows, keeping our bodies to ourselves, turning on listening ears, and raising your hand to ask a question, etc.)  1, 2, 3, eyes on me. 1, 2, 3, eyes on you and catch a bubble will be used to manage and redirect behavior.  The students will be actively engaged by volunteering and participating in discussion, answering key discussion questions, and making connections to past lessons.   * “1, 2, 3, eyes on me. 1, 2, 3, eyes on you.” Set behavioral and instructional expectations.   Remind student of and reinforce the *Pete the Cat* shoe classroom management system.   * “Does anyone know who this is a picture of?” Hold up picture of George Washington   from the time capsule (activating prior knowledge). “Raise your hand if you can tell me  where have we seen this picture before?”  “Thumbs up or thumbs down if you think he or she is correct.” Provide positive specific  praise.   * Explain that George Washington was the first president of the United States of America   and that he is celebrated on President’s Day in the month of February.   * Introduce the Brain Pop Jr. video *George Washington*. Explain that this video will   help us learn more about George Washington’s life.“I want you to pay close  attention to what you hear and see in the video, so that we can talk about why George  Washington was so important to the United States of America.”  **Subject Content/Topics**  The student will recognize that history describes events and people of other times and places.  The students will identify American president George Washington.  The students will understand that George Washington is celebrated on President’s Day, which is observed in the month of February.  The students will understand that George Washington lived long ago.  The students will understand that George Washington was the leader of the United States of America while he was president.  The students will understand the significance of George Washington to the United States of America.  The students will make connections between the Brain Pop Jr. video/The Presidents Song! And George Washington’s time capsule.  The students will sequence the events of George Washington’s life.  The students will echo read the George Washington mini book.  **Learning Activities/Procedures**  The Brain Pop Jr. video *George Washington* will be played on the Promethean Board.  After the video is finished, ask the students “what are some important things you learned about George Washington from the video?” “Did you see any items in the video that are also in George Washington’s time capsule?” Class discussion will be facilitated based off of students’ questions and observations. (Refer to time capsule items throughout discussion)  Sequencing Activity:  “Now that we have learned more about the life of president George Washington, we are going to  see if we can put his life in order or in sequence.” “I am going to call on some friends to come  choose a picture to put in sequence.” “I am only going to call on friends who are sitting nicely in  their rows, following directions, and being respectful to others to be my helpers.” While selected students choose a picture to sequence ask the class “thumbs up or thumbs down if you think that  picture comes (1st,2nd,3rd,4th,5th)?”  “Kiss your smart brains!”  The Presidents Song!  The Presidents Song! from youtube.com will be played on the Promethean Board. After the song is finished, ask the students “what are some important things you learned from the Presidents Song! that you also saw in the video?” Class discussion continues. Play the song again and encourage students to sing along.  **Key Discussion Questions**  These key discussion questions will be facilitated based off of students’ questions and observations in the Introduction and Learning Activities/Procedures sections.  **Closure**  After the President Song! Tell the students, “At your seats you will find a mini book about George Washington.” “I want you to pay close attention to the pictures you see on each page of the book.” “You may use your crayons to neatly color the pictures within the book.” The students will return to their seats table by table to begin working. Allow students time to color their mini books. “I would like everyone to go to the front cover of your book.” “The title of this book is *George Washington Our First President*.” “As I read each sentence, I would like you to repeat or echo after me.” The teacher will begin reading the mini book page by page. After the mini book is read the students will read and share their mini book with a partner. | |
| **Differentiated Learning Activities**  Number of Learners: 21  Gender: 12 boys; 9 girls  Race/Ethnicity: Caucasian 11; African American 10  School Socio-Economic Status: Persons below Poverty Level=15.2% of the population  Free or Reduced Lunch= 58.6% of students  The students will be provided with content being represented in a variety of ways through whole group discussion, The President Song!, the Brain Pop Jr. video, and the George Washington mini book.  The students will be engaged by actively participating in discussion, answering key discussion question, and making connections.  The students will be able to echo read the George Washington mini book after the teacher, in order to maximize success for diverse learners.  Instruction will be adapted in a variety of ways: Brain Pop Jr. video, The Presidents Song!, and the George Washington mini book.  Students will be allotted with more time if necessary.  The teacher will provide students with personal assistance if necessary. | |
| **Instructional Resources and Technology**   * Brain Pop Jr. video *George Washington*/Sequencing Activity * The Presidents Song! (youtube.com) * Promethean Board * George Washington’s time capsule * George Washington mini book *George Washington Out First President* (21 total) * Pencils/Crayons | |
| **Formative Assessment**  Evidence to display student understanding will be collected through formative assessments after watching the Brian Pop Jr. video *George Washington* and the sequencing activity. The students  will be expected to know that George Washington was the first president of the United States of America and that he is celebrated on President’s Day in the month of February. After the Brain  Pop Jr. video *George Washington* the students will be expected to engage in discussion of what  they observed in the video. The students will also be expected to engage in discussion of the  similarities between the video and George Washington’s time capsule. Students will be asked to  use their prior knowledge and knowledge gained from the video to develop their thinking. The  students will be evaluated based on their participation and engagement in the George Washington  video, discussion, sequencing activity, and the creation of the George Washington mini book.  Using the thumbs up and thumbs down, I will be able to check for student understanding of content and if they agree or disagree.  Using unison response, I will be able to check for general student understanding of learned material.  Selected students will share their thinking with the whole group. | |
| **Reflection**   * Students were engaged and interested. * The students seemed to really enjoy the Brain Pop Jr. video and the Presidents Song! They wanted to sing the song again and again. * The students followed all lesson activities and behavioral expectations given. * Student possessed high motivation. * Excellent job answering questions, asking questions, and making connections. * Lots of unison and individual responding. * I explicitly stated instructional expectations and objectives. * The students were able to sequence the events of George Washington’s life. * The students were able to echo read the George Washington mini book. * Redirected student behavior successfully. * Tapped into students’ prior knowledge and background knowledge about George Washington and also checked for student understanding (thumbs up or thumbs down). * The students enjoyed reading and sharing their mini books with a partner. | |

**Lesson Plan #3**

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| **Student Teacher:** Mary Lacen Kinkel | **School**: Cumberland Elementary School |
| **Cooperating Teacher:** Mr. Hughes  **University Supervisor:** Dr. Maynard | **Subject Area**:  Mathematics |
| **Grade Level:** Kindergarten | **Time:** 30-45 minutes |
| **Virginia Standard(s) of Learning**  *History*  K.1 The student will recognize that history describes events and people of other times and places by  a) identifying examples of past events in legends, stories, and historical accounts of Powhatan, Pocahontas, ***George Washington***, Betsy Ross, and ***Abraham Lincoln***;  b) identifying the people and events honored by the holidays of Thanksgiving Day; Martin Luther King, Jr., Day; ***Presidents’ Day***; and Independence Day (Fourth of July).  K.2 The students will describe everyday life in the present and in the past and begin to recognize that things change over time.  *Civics*  K.9 The student will recognize the American flag and the Pledge of Allegiance and know that ***the president is the leader of the United States***.  *Mathematics-Number and Number Sense (Focus: Whole Number Concepts)*  K.3 The student, given an ordered set of ten objects and/or pictures, will indicate the ordinal position of each object, first through tenth, and the ordered position of each object.  **NCSS**  I.Culture  VI.Power, Authority, & Governance  **NCTM**  Understand numbers, ways of representing numbers, relationships among numbers, and number systems  **IRA**  1,4,11,12 | |
| **Instructional Objectives**  The students will be able to identify George Washington and Abraham Lincoln with 100% accuracy.  The students will be able to understand that George Washington lived long ago with 100% accuracy.  The students will be able to understand that George Washington and Abraham Lincoln were the leaders of the United States of America while they were president with 100% accuracy.  The students will be able to recognize George Washington as the first president of the United States of America with 100% accuracy.  The students will be able to recognize Abraham Lincoln as the sixteenth president of the United States of America with 100% accuracy.  The students will be able to indicate the ordinal position of presidents 1st-16th with 90% accuracy. | |
| **Instructional Design**  **Introduction**  The lesson will begin by the teacher stating behavioral and instructional expectations while sitting on the carpet.(Sitting Indian style in rows, keeping our bodies to ourselves, turning on listening ears, and raising your hand to ask a question, etc.)  1, 2, 3, eyes on me. 1, 2, 3, eyes on you and catch a bubble will be used to manage and redirect behavior.  The students will be actively engaged by volunteering and participating in discussion, answering key discussion questions, and making connections.   * “1, 2, 3, eyes on me. 1, 2, 3, eyes on you.” Set behavioral and instructional expectations.   Remind student of and reinforce the *Pete the Cat* shoe classroom management system.   * “Yesterday we learned about which president?” George Washington. “That’s right! We did   learn about President George Washington.” “Raise your hand if you can tell me what  number president George Washington was?” 1st (activating prior knowledge)  “Thumbs up or thumbs down if you think he or she is correct.” Provide positive specific  praise.   * Explain that George Washington was the first president of the United States of America,   and that we use the ordinal number 1st to represent his position as president.   * Introduce the book *George Washington Our First President* by Garnet Jackson. I will point   to the title. “The title of this book is *George Washington Our First President?* It is written by  Garnet Jackson. He wrote the book so he is the?” The students will say, “author”. Praise the  students on their response. Explain that “this book will help us learn more about George  Washington’s life as the very 1st president.”   * The teacher will read *George Washington Our First President* by Garnet Jackson. * After the book, ask the students “what did you see within the story that is important to   share about the first president of the United States, George Washington?” Class discussion  will be facilitated based off of students’ questions and observations. (Refer to book during  discussion)   * “Now that we know a little bit more about the life of our first president. We need to learn   about the life of Abraham Lincoln.” “But what number president was he?” “Raise your  hand if you can tell me what number president Abraham Lincoln was?” 16th (activating  prior knowledge)  “Thumbs up or thumbs down if you think he or she is correct.” Provide specific praise.   * Explain that Abraham Lincoln was the sixteenth president of the United States of America, and we use the ordinal number 16th to represent his position as president. * Introduce the book *Abraham Lincoln A Great President, A Great American* by Violet   Findley. I will point to the title. “The title of this book is *Abraham Lincoln A Great President, A*  *Great American* written by Violet Findley. She wrote the book so she is the?” The students will  say, “author”. Praise the students’ on their response. Explain that “this book will help us  learn more about Abraham Lincoln’s life as the 16th president.”   * The teacher will read *Abraham Lincoln A Great President, A Great American* by Violet   Findley.   * After the book, ask the students “what did you see within the story that is important to   share about the sixteenth president of the United States, Abraham Lincoln?” Class  discussion will be facilitated based off of students questions and observations.  (Refer to book during discussion)  “Kiss your smart brains!”  **Subject Content/Topics**  The student will recognize that history describes events and people of other times and places.  The students will identify American presidents George Washington and Abraham Lincoln.  The students will understand that George Washington is celebrated on President’s Day, which is observed in the month of February.  The students will understand that George Washington and Abraham Lincoln lived long ago.  The students will understand that George Washington and Abraham Lincoln were the leaders of the United States of America while they were president.  The students will understand the significance of George Washington and Abraham Lincoln to the United States of America.  The students will recognize George Washington as the first president of the United States of America.  The students will recognize Abraham Lincoln as the sixteenth president of the United States of America.  The students will cut and glue the ordinal position of presidents 1st-16th.  The students will indicate George Washington and Abraham Lincoln by coloring them with a crayon.  **Learning Activities/Procedures**  “I am going to call on some friends to be presidents!” “I am only going to call on friends who are  sitting nicely in their rows, following directions, and being respectful to others to be my  presidents.” Select 16 students to be presidents. The students will stand in a straight line facing the  whole group. Give each student an index card with an ordinal number on it from 1st-16th. Provide  students with an example, “(student’s name) is number 1 in line, so he or she is the 1st president.”  For each president, ask students “(student’s name) is number 1 in line, so he or she which  president?” Have each student flip his or her index card over once the whole group has said the  ordinal number in unison. This will continue for all 16 students.  “Looking at our 16 presidents, raise your hand if you can tell me which one of our friends is  George Washington?” “Why is he or she George Washington?”  “Thumbs up or thumbs down if you think he or she is correct.” Provide positive specific praise.  “Raise your hand if you can tell me which one of our friends is Abraham Lincoln?” “Why is he or  she Abraham Lincoln?” “Thumbs up or thumbs down if you think he or she is correct.”  Provide positive specific praise.  Have students count each student/president by using ordinal numbers.  “I want you to look as how many presidents are in between George Washington and Abraham Lincoln.”  “When Abraham Lincoln was president, George Washington was president long ago.”  “If the president right now Barack Obama is the 44th president of the United States, do you think George  Washington and Abraham Lincoln are alive today or lived long ago?” Long ago.  Explain that there have been many presidents since the time of George Washington.  “Thank you presidents! You may go sit in your rows.”  **Key Discussion Questions**  These key discussion questions will be facilitated based off of students’ questions and observations in the Introduction, Learning Activities/Procedures, and Closure sections.  **Closure**  After the index cards are collected, tell the students, “Now that we have had lots of practice with ordinal numbers, it is time for you to practice on your own.” “At your seats you will find a sheet with pictures of 16 presidents and a sheet of ordinal numbers.” “You are going to use your scissors to cut out each ordinal number.” Model how to cut out ordinal numbers. “Once you have cut out all of your ordinal numbers, you are going to put them in order from first to sixteenth in the boxes under each president.” “Make sure to check you ordinal numbers before using your glue stick to glue them down.” “After you finish cutting and gluing all of your ordinal numbers, you may use your crayon to color the pictures of the 1st president George Washington and the 16th president Abraham Lincoln.”  The student will return to their seats by rows. Ordinal Numbers with Presidents! And ordinal numbers will be laying on each student’s spot.  As the students complete the activity, the teacher will circulate the classroom to provide support, answer questions, and evaluate student work.  After each student has completed his or her work, the students will store their activity sheet in their mailbox by table. | |
| **Differentiated Learning Activities**  Number of Learners: 21  Gender: 12 boys; 9 girls  Race/Ethnicity: Caucasian 11; African American 10  School Socio-Economic Status: Persons below Poverty Level=15.2% of the population  Free or Reduced Lunch= 58.6% of students  The students will be provided with content being represented in a variety of ways through whole group discussion, *George Washington Our First President*, *Abraham Lincoln A Great President, A Great American*, the ordinal number index cards, and the ordinal numbers with presidents activity sheet.  The students will be actively engaged by volunteering to share their thinking, participating in discussion, answering key discussion questions, making connections to past lessons.  Instruction will be adapted in a variety of ways: *George Washington Our First President*, *Abraham Lincoln A Great President, A Great American*, the ordinal number index cards, and the ordinal numbers with presidents activity sheet.  Students will be allotted with more time if necessary.  The teacher will provide students with personal assistance if necessary. | |
| **Instructional Resources and Technology**   * *George Washington Our First President* by Garnet Jackson * *Abraham Lincoln A Great President, A Great American* by Violet Findley * Ordinal Number Index Cards * Ordinal Numbers with Presidents! (21 total) * Ordinal Numbers 1st-16th (21 total) * Scissors * Glue Sticks * Pencils/Crayons | |
| **Formative Assessment**  Evidence to display student understanding will be collected through formative assessments during  the whole group activity/discussion and the ordinal numbers with presidents activity sheet. The  students will be expected to recognize George Washington as the 1st president of the United States  and Abraham Lincoln as the 16th president of the United States. The students will also be expected  to know that we use ordinal numbers in order to indicate the position of something, including the  presidents. After the whole group activity, the students will be expected to engage independently  in both the ordinal number with presidents cut and glue activity sheet. The students will also be  expected to follow all expectations and directions given. Students will be asked to use their prior knowledge, the books, and the index cards to develop their thinking. The students will be  evaluated based on their participation and engagement during whole group and the ordinal  numbers with presidents cut and glue activity sheet.  Using the thumbs up and thumbs down, I will be able to check for student understanding of content and if they agree or disagree.  Using unison response, I will be able to check for general student understanding of learned material.  Selected students will share their thinking with the whole group.  Using the index cards and the ordinal number with presidents cut and glue; I will be able to check for learned content by the students. | |
| **Reflection**   * Students were highly engaged and interested. * The students enjoyed being “presidents” while we practiced ordinal numbers. * The students followed all lesson activities and behavioral expectations given. * Student possessed high motivation. * Excellent job answering questions, asking questions, and making connections. * Lots of unison and individual responding. * I explicitly stated instructional expectations and objectives. * Redirected student behavior successfully. * Tapped into students’ prior knowledge and background knowledge about George Washington and also checked for student understanding (thumbs up or thumbs down). * Tapped into students’ prior knowledge and background knowledge about Abraham and also checked for student understanding (thumbs up or thumbs down). * Tapped into students’ prior knowledge and background knowledge about ordinal numbers. * Prompted authentic connection to Barack Obama. * Modeled how to cut and glue * The students were able to label presidents 1st-16th with the correct ordinal number. * The students were able to identify both George Washington and Abraham Lincoln, by their appearance and ordinal number position. * If I were given the opportunity to re-teach this lesson… I would include to color George Washington and Abraham Lincoln on the Ordinal Numbers with Presidents! activity sheet directions. | |

**Lesson Plan #4**

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| **Student Teacher:** Mary Lacen Kinkel | **School**: Cumberland Elementary School |
| **Cooperating Teacher:** Mr. Hughes  **University Supervisor:** Dr. Maynard | **Subject Area**:  Science |
| **Grade Level:** Kindergarten | **Time:** 30-45 minutes |
| **Virginia Standard(s) of Learning**  *History*  K.1 The student will recognize that history describes events and people of other times and places by  a) identifying examples of past events in legends, stories, and historical accounts of Powhatan, Pocahontas, ***George Washington***, Betsy Ross, and ***Abraham Lincoln***;  b) identifying the people and events honored by the holidays of Thanksgiving Day; Martin Luther King, Jr., Day; ***Presidents’ Day***; and Independence Day (Fourth of July).  *Science-Life Processes*  K.7 The student will investigate and understand basic needs and life processes of plants  and animals. Key concepts include  b) plants need nutrients, water, air, light, and a place to grow to survive;  **NCSS**  I.Culture  VI.Power, Authority, & Governance  **NSTA**  K-LS1-1.  K-ESS2-2.  **IRA**  1,4,11,12 | |
| **Instructional Objectives**  The students will be able to identify George Washington with 100% accuracy.  The students will be able to identify Abraham Lincoln with 100% accuracy.  The students will be able to identify differences and similarities between the lives of George Washington and Abraham Lincoln with 90% accuracy.  The students will be able to understand that George Washington and Abraham Lincoln grew up on farms with 100% accuracy.  The students will be able to understand that George Washington and Abraham Lincoln’s families grew their own food on farms in order to survive with 100% accuracy.  The students will be able to understand basic needs and life processes of plants (bean plants) with 100% accuracy.  The students will be able to understand that plants need nutrients from soil, water, air, light, and a place to grow in order to survive with 100% accuracy. | |
| **Instructional Design**  **Introduction**  The lesson will begin by the teacher stating behavioral and instructional expectations while sitting on the carpet.(Sitting Indian style in rows, keeping our bodies to ourselves, turning on listening ears, and raising your hand to ask a question, etc.)  1, 2, 3, eyes on me. 1, 2, 3, eyes on you and catch a bubble will be used to manage and redirect behavior.  The students will be actively engaged by volunteering and participating in discussion, answering key discussion questions, and making connections.   * “1, 2, 3, eyes on me. 1, 2, 3, eyes on you.” Set behavioral and instructional expectations.   Remind student of and reinforce the *Pete the Cat* shoe classroom management system.   * “Today we are going to read and talk about two books.” “These two books are about   president George Washington and president Abraham Lincoln.” “I want you to pay close  attention to figure out things that are the same about their lives and things that are  different.”   * Introduce the book *Let’s Read About…George Washington* by Sonia Black. I will point   to the title. “The title of this book is *Let’s Read About…George Washington* it is written by  Sonia Black. She wrote the book so she is the?” The students will say, “author”. Praise the  students on their response.   * The teacher will read *Let’s Read About…George Washington* by Sonia Black. * “Now that we have read about George Washington, let’s read about Abraham Lincoln.”   “Remember to pay close attention to things that are the same and things that are different.”   * Introduce the book *Let’s Read About…Abraham Lincoln* by Kimberly Weinberger. I will   point to the title. “The title of this book is *Let’s Read About…Abraham Lincoln* written by  Kimberly Weinberger. She wrote the book so she is the?” The students will say, “author”. Praise  the students on their response.   * The teacher will read *Let’s Read About…Abraham Lincoln* by Kimberly Weinberger. * After the books are read, ask the students “what did you see within the stories that were   different between George Washington and Abraham Lincoln’s lives?” “Thumbs up if you  noticed that too.” Class discussion will be facilitated based off of students’ questions and  observations. (Refer to books during discussion)   * “What did you see within the stories that were the same between George Washington and   Abraham Lincoln’s lives?” “Thumbs up if you noticed that too.” Class discussion will be  facilitated based off of students’ questions and observations. (Refer to books during discussion)  Make sure to prompt students towards farming if necessary.  “Kiss your smart brains!”  **Subject Content/Topics**  The student will recognize that history describes events and people of other times and places.  The students will identify American president George Washington.  The students will identify American president Abraham Lincoln.  The students will identify differences and similarities between the lives of George Washington and Abraham Lincoln.  The students will understand that George Washington and Abraham Lincoln grew up on farms.  The students will understand that George Washington and Abraham Lincoln’s families grew their own food on farms in order to survive.  The students will understand basic needs and life processes of plants (bean plants).  The students will understand that plants need nutrients from soil, water, air, light, and a place to grow in order to survive.  The students will plant their own individual bean plants.  The students will water their own individual bean plants.  **Learning Activities/Procedures**  After the whole group discussion, have the students form a circle.  Explain that George Washington and Abraham Lincoln both grew up on farms and that their  families grew their own food in order to survive.  “Since George Washington and Abraham Lincoln grew up on farms, what types of plants do you  think they may have grown on their farms?” Have selected students share their thinking.  “All of those are wonderful examples of plants that can be grown on farm!” “In order for plants to  survive, they need certain things.” “Raise your hand if you can tell me something that plants need  in order to survive.” (Prior knowledge) Provide positive specific praise.  “Now that we know what plants need in order to survive, we are going to plant our own plants!”  Refer to George Washington’s time capsule. Hold up the picture of the bean plant. “Raise your  hand if you can tell me what type of plant we found in George Washington’s time capsule?”  “Thumbs up or thumbs down if you think he or she is correct.” “That’s right, we are going to  plant our very own bean plants!  **Key Discussion Questions**  These key discussion questions will be facilitated based off of students’ questions and observations in the Introduction, Learning Activities/Procedures, and Closure sections.  **Closure**  “First, we need something for our plants to grow in. We are going to use milk cartons as a place to grow our plants.” “What do you think is the next think we need?” Have students guess. Soil. “We need to add soil to plant our seeds in. You are going to fill your soil almost to the very top.” Model adding the soil. “What do you think we need next?” Have students guess. Seeds. “You are going to take your finger and make a hole to your knuckle and then add your two seeds.” Model making the hole and adding two seeds.  “After you plant your seeds, make sure you cover your seeds so that they can begin growing.” Model covering. “We are still missing something very important.” “What do you think is the last thing we need to add to help our bean plants grow?” Water. Have a student share. “Thumbs up or thumbs down if you think he or she is correct.” Provide positive specific praise. “We need to add water!” Add water to milk carton. “For the next couple of weeks, each morning I am going to need some helpers to help water our plants.” “I am only going to have friends help me if they are following directions and have a positive behavior.” “Raise your hand if you think you are ready to plant your own bean plant.”  “At your seats you will find all the items you will need to plant your bean plant.” “Make sure to remember all of the steps I just showed you.” “First add soil, make hole to your knuckle, add seeds, cover the hole, and lastly add water.”  The student will return to their seats by tables. All planting materials will be on each table.  As the students complete the activity, the teacher will circulate the classroom to provide support and assistance, answer questions, and evaluate student work.  After each student has completed his or her work, the students will store their bean plants in  plastic bins by the window. | |
| **Differentiated Learning Activities**  Number of Learners: 21  Gender: 12 boys; 9 girls  Race/Ethnicity: Caucasian 11; African American 10  School Socio-Economic Status: Persons below Poverty Level=15.2% of the population  Free or Reduced Lunch= 58.6% of students  The students will be provided with content being represented in a variety of ways through whole group discussion, *Let’s Read About…George Washington*, *Let’s Read About…Abraham Lincoln*, teacher modeling, and the authentic experience of planting bean plants.  The students will be actively engaged by volunteering to share their thinking, participating in discussion, answering key discussion questions, making connections, being helpers, and planting bean plants.  Instruction will be adapted in a variety of ways: *Let’s Read About…George Washington*, *Let’s Read About…Abraham Lincoln*, teacher modeling, and the authentic experience of planting bean plants.  Students will be allotted with more time if necessary.  The teacher will provide students with personal assistance while planting. | |
| **Instructional Resources and Technology**   * *Let’s Read About… George Washington* by Sonia Black * *Let’s Read About…Abraham Lincoln* by Kimberly Weinberger * Bean Seeds (2 per student) * Milk Cartons (21 total) * Soil * Water | |
| **Formative Assessment**  Evidence to display student understanding will be collected through formative assessments during  the whole group discussion, teacher modeling, and planting individual bean plants. The students  will identify differences and similarities between the lives of George Washington and Abraham  Lincoln. The students are expected to understand that George Washington and Abraham Lincoln  grew up on farms, where their families grew their own food in order to survive. The students will  also be expected to know and understand basic needs and life processes of plants, they need  nutrients from soil, water, air, light, and a place to grow. After the whole group discussion and  teacher model, the students will be expected to engage independently in planting their own bean  plant. The students will also be expected to follow all expectations and directions given. Students  will be asked to use their prior knowledge, the books, and evidence from George Washington’s  time capsule to develop their thinking. The students will be evaluated based on their participation  and engagement during whole group discussion and individual bean planting.  Using the thumbs up and thumbs down, I will be able to check for student understanding of content and if they agree or disagree.  Using unison response, I will be able to check for general student understanding of learned material.  Selected students will share their thinking with the whole group.  Using the planting materials and prompting conversation; I will be able to check for learned content. | |
| **Reflection**   * Students were highly engaged and interested. * The students were able to name several similarities and differences between George Washington and Abraham Lincoln. * The students were able to quickly identify that George Washington and Abraham Lincoln both grew up on farms. * The students were able to make a connection between the bean plants and George Washington’s time capsule. * The students enjoyed planting their own individual bean plants. * Very hands-on and authentic activity. * The students followed all lesson activities and behavioral expectations given. * Students possessed high motivation. * Excellent job answering questions, asking questions, and making connections. * Lots of unison and individual responding. * I explicitly stated instructional expectations and objectives. * Redirected student behavior successfully. * Tapped into students’ prior knowledge and background knowledge about plants on a farm. * Tapped into students’ prior knowledge and background knowledge about the needs of a plant. * Modeled how to plant a bean plant. * The students were able to successfully plant their bean plants while following the correct steps. | |

**Lesson Plan #5**

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| **Student Teacher:** Mary Lacen Kinkel | **School**: Cumberland Elementary School |
| **Cooperating Teacher:** Mr. Hughes  **University Supervisor:** Dr. Maynard | **Subject Area**:  History |
| **Grade Level:** Kindergarten | **Time:** 30-45 minutes |
| **Virginia Standard(s) of Learning**  *History*  K.1 The student will recognize that history describes events and people of other times and places by  a) identifying examples of past events in legends, stories, and historical accounts of Powhatan, Pocahontas, George Washington, Betsy Ross, and ***Abraham Lincoln***;  b) identifying the people and events honored by the holidays of Thanksgiving Day; Martin Luther King, Jr., Day; ***Presidents’ Day***; and Independence Day (Fourth of July).  K.2 The students will describe everyday life in the present and in the past and begin to recognize that things change over time.  *Civics*  K.9 The student will recognize the American flag and the Pledge of Allegiance and know that ***the president is the leader of the United States***.  *Technology-Basic Operations and Concepts*  C/T K-2.1 Demonstrate an operational knowledge of various technologies.  A. Use various types of technology devices to perform learning tasks.   * Use a keyboard, mouse, touchscreen, touchpad, and other input devices to interact with a computer. * Use appropriate buttons, gestures, menu choices, and commands to manipulate the computer when completing learning tasks.   B. Communicate about technology with appropriate terminology.   * Use basic technology vocabulary as needed.   *Technology Research Tools*  C/T K-2.4Plan and apply strategies for gathering information, using a variety of tools and sources, and reflect on alternate strategies that might lead to greater successes in future projects.  A. Identify information in various formats.   * Recognize that information may be presented as printed text, electronic text, audio, video, or images.   B. Identify available sources of information.   * Be able to name and use sources of information available at school and outside the school.   *Music*  *Performance*  K.3 The student will sing a variety of songs of limited range alone and with others, including  1. singing two-pitch (sol, mi) songs, using echo and ensemble singing; and  2. singing at the appropriate time following a musical introduction.  K.6 The student will demonstrate a steady beat, using body percussion, instruments, and voice.  *Music History and Cultural Context*  K.9 The student will explore historical and cultural aspects of music by  1. listening to and recognizing patriotic and seasonal songs; and  K.11 The student will recognize the relationships between music and other fields of knowledge.  **NCSS**  I.Culture  VI.Power, Authority, & Governance  **IRA**  3,4,7,8,11,12 | |
| **Instructional Objectives**  The students will be able to identify Abraham Lincoln with 100% accuracy.  The students will be able to understand that Abraham Lincoln is celebrated on President’s Day, which is observed in the month of February with 100% accuracy.  The students will be able to understand that Abraham Lincoln lived long ago with 100% accuracy.  The students will be able to understand that Abraham Lincoln was the leader of the United States of America while he was president with 100% accuracy.  The students will be able to answer comprehension questions regarding the Brain Pop Jr. video *Abraham Lincoln* with 90% accuracy.  The students will be able to make connections between the Brain Pop Jr. video and The Presidents Song! with 90% accuracy.  The students will be able to echo read the Abraham Lincoln mini book with 100% accuracy. | |
| **Instructional Design**  **Introduction**  The lesson will begin by the teacher stating behavioral and instructional expectations while sitting on the carpet.(Sitting Indian style in rows, keeping our bodies to ourselves, turning on listening ears, and raising your hand to ask a question, etc.)  1, 2, 3, eyes on me. 1, 2, 3, eyes on you and catch a bubble will be used to manage and redirect behavior.  The students will be actively engaged by volunteering and participating in discussion, answering key discussion questions, and making connections to past lessons.   * “1, 2, 3, eyes on me. 1, 2, 3, eyes on you.” Set behavioral and instructional expectations.   Remind student of and reinforce the *Pete the Cat* shoe classroom management system.   * “Does anyone know who this is a picture of?” Hold up picture of Abraham Lincoln   (activating prior knowledge).  “Thumbs up or thumbs down if you think he or she is correct.” Provide positive specific  praise.   * Explain that Abraham Lincoln was the sixteenth president of the United States of America   and that he is celebrated on President’s Day in the month of February.   * Introduce the Brain Pop Jr. video *Abraham Lincoln*. Explain that this video will   help us learn more about Abraham Lincoln’s life.“I want you to pay close  attention to what you hear and see in the video, so that we can talk about why Abraham  Lincoln was so important to the United States of America.”  **Subject Content/Topics**  The student will recognize that history describes events and people of other times and places.  The students will identify American president Abraham Lincoln.  The students will understand that Abraham Lincoln is celebrated on President’s Day, which is observed in the month of February.  The students will understand that Abraham Lincoln lived long ago.  The students will understand that Abraham Lincoln was the leader of the United States of America while he was president.  The students will understand the significance of Abraham Lincoln to the United States of America.  The students will make connections between the Brain Pop Jr. video and The Presidents Song!  The students will echo read the Abraham Lincoln mini book.  **Learning Activities/Procedures**  The Brain Pop Jr. video *Abraham Lincoln* will be played on the Promethean Board.  After the video is finished, ask the students “what are some important things you learned about Abraham Lincoln from the video?” “Did you see anything in the video that might be important to put in your time capsule for Abraham Lincoln?” Class discussion will be facilitated based off of students’ questions and observations.  “Kiss your smart brains!”  The Presidents Song!  The Presidents Song! from youtube.com will be played on the Promethean Board. After the song is finished, ask the students “what are some important things you learned from the Presidents Song! that you also saw in the video?” Class discussion continues. Play the song again and encourage students to sing along.  **Key Discussion Questions**  These key discussion questions will be facilitated based off of students’ questions and observations in the Introduction and Learning Activities/Procedures sections.  **Closure**  After the President Song! Tell the students, “At your seats you will find a mini book about Abraham Lincoln.” “I want you to pay close attention to the pictures you see on each page of the book.” “You may use your crayons to neatly color the pictures within the book.” The students will return to their seats table by table to begin working. Allow students time to color their mini books. “I would like everyone to go to the front cover of your book.” “The title of this book is *Abraham Lincoln A Great President*.” “As I read each sentence, I would like you to repeat or echo after me.” The teacher will begin reading the mini book page by page. After the mini book is read the students will read and share their mini book with a partner. | |
| **Differentiated Learning Activities**  Number of Learners: 21  Gender: 12 boys; 9 girls  Race/Ethnicity: Caucasian 11; African American 10  School Socio-Economic Status: Persons below Poverty Level=15.2% of the population  Free or Reduced Lunch= 58.6% of students  The students will be provided with content being represented in a variety of ways through whole group discussion, The President Song!, the Brain Pop Jr. video, and the Abraham Lincoln mini book.  The students will be engaged by actively participating in discussion, answering key discussion question, and making connections.  The students will be able to echo read the Abraham Lincoln mini book after the teacher, in order to maximize success for diverse learners.  Instruction will be adapted in a variety of ways: Brain Pop Jr. video, The Presidents Song!, and the Abraham Lincoln mini book.  Students will be allotted with more time if necessary.  The teacher will provide students with personal assistance if necessary. | |
| **Instructional Resources and Technology**   * Brain Pop Jr. video *Abraham Lincoln* * The Presidents Song! (youtube.com) * Promethean Board * Abraham Lincoln mini book *Abraham Lincoln A Great President* (21 total) * Pencils/Crayons | |
| **Formative Assessment**  Evidence to display student understanding will be collected through formative assessments after watching  the Brian Pop Jr. video *Abraham Lincoln*. The students will be expected to know that Abraham  Lincoln was the sixteenth president of the United States of America and that he is celebrated on President’s Day in the month of February. After the Brain Pop Jr. video *Abraham Lincoln* the  students will be expected to engage in discussion of what they observed in the video. The students  will also be expected to engage in discussion of the similarities between the video and The  Presidents Song! Students will be asked to use their prior knowledge and knowledge gained from  the video to develop their thinking. The students will be evaluated based on their participation and  engagement in the Abraham Lincoln video, discussion, and the creation of the Abraham Lincoln  mini book.  Using the thumbs up and thumbs down, I will be able to check for student understanding of content and if they agree or disagree.  Using unison response, I will be able to check for general student understanding of learned material.  Selected students will share their thinking with the whole group. | |
| **Reflection**   * Students were engaged and interested. * The students seemed to really enjoy the Brain Pop Jr. video and the Presidents Song! * The students followed all lesson activities and behavioral expectations given. * Student possessed high motivation. * Excellent job answering questions, asking questions, and making connections. * Lots of unison and individual responding. * I explicitly stated instructional expectations and objectives. * The students were able to echo read the Abraham Lincoln mini book. * Redirected student behavior successfully. * Tapped into students’ prior knowledge and background knowledge about Abraham Lincoln and also checked for student understanding (thumbs up or thumbs down). * The students enjoyed reading and sharing their mini books with a partner. | |

**Lesson Plan #6**

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| **Student Teacher:** Mary Lacen Kinkel | **School**: Cumberland Elementary School |
| **Cooperating Teacher:** Mr. Hughes  **University Supervisor:** Dr. Maynard | **Subject Area**:  Science |
| **Grade Level:** Kindergarten | **Time:** 30-45 minutes |
| **Virginia Standard(s) of Learning**  *History*  K.1 The student will recognize that history describes events and people of other times and places by  a) identifying examples of past events in legends, stories, and historical accounts of Powhatan, Pocahontas, ***George Washington***, Betsy Ross, and ***Abraham Lincoln***;  b) identifying the people and events honored by the holidays of Thanksgiving Day; Martin Luther King, Jr., Day; ***Presidents’ Day***; and Independence Day (Fourth of July).  *Science-Life Processes*  K.7 The student will investigate and understand basic needs and life processes of plants  and animals. Key concepts include  b) plants need nutrients, water, air, light, and a place to grow to survive;  c) plants and animals change as they grow, have varied life cycles, and eventually  die; and  *Physical Education-Skilled Movement*  K.1 The student will demonstrate progress toward the mature form of selected locomotor, non- locomotor, and manipulative skills.  e) Demonstrate moving to a beat, using basic locomotor and non-locomotor rhythmic patterns  *Responsible Behaviors*  K.4 The student will use appropriate behaviors and safe practices in physical activity settings.   1. Demonstrate good listening skills when learning procedures and receiving instructions. 2. Demonstrate ability to share and be cooperative and safe with others. 3. Demonstrate an understanding of general and personal space.   *Mathematics-Number and Number Sense (Focus: Whole Number Concepts)*  K.3 The student, given an ordered set of ten objects and/or pictures, will indicate the ordinal position of each object, first through tenth, and the ordered position of each object.  **NCSS**  I.Culture  VI.Power, Authority, & Governance  **NSTA**  K-LS1-1.  K-ESS2-2.  **NCTM**  Understand numbers, ways of representing numbers, relationships among numbers, and number  Systems  **IRA**  4,11,12 | |
| **Instructional Objectives**  The students will be able to understand that George Washington and Abraham Lincoln grew up on farms with 100% accuracy.  The students will be able to understand that George Washington and Abraham Lincoln’s families grew their own food on farms in order to survive with 100% accuracy.  The students will be able to understand basic needs and life processes of plants (bean plants) with 100% accuracy.  The students will be able to understand that plants change as they grow and eventually die with 100% accuracy.  The students will be able to understand that plants need nutrients from soil, water, air, light, and a place to grow in order to survive with 100% accuracy.  The students will be able to model how to grow like a bean plant with 100% accuracy.  The students will be able to sequence the life cycle of a bean plant with 90% accuracy.  The students will be able to match the bean plant phases to the correct ordinal number with 90% accuracy. | |
| **Instructional Design**  **Introduction**  The lesson will begin by the teacher stating behavioral and instructional expectations while sitting on the carpet.(Sitting Indian style in rows, keeping our bodies to ourselves, turning on listening ears, and raising your hand to ask a question, etc.)  1, 2, 3, eyes on me. 1, 2, 3, eyes on you and catch a bubble will be used to manage and redirect behavior.  The students will be actively engaged by volunteering and participating in discussion, answering key discussion questions, and making connections.   * “1, 2, 3, eyes on me. 1, 2, 3, eyes on you.” Set behavioral and instructional expectations.   Remind student of and reinforce the *Pete the Cat* shoe classroom management system.   * “Last week we planted what type of plants?” Bean plants. “Raise your hand if you can tell   me why we planted bean plants? What is so important about them?” George Washington  and Abraham Lincoln grew up on farms. (activating prior knowledge in connection to past  lesson) “Thumbs up or thumbs down if you think her or she is corrects.” Provide positive  specific praise.   * Explain that George Washington and Abraham Lincoln both grew up on farms and that   their families grew their own food in order to survive.   * Have student form a circle to examine and discuss the growth of the bean plants as a whole group. * “Are bean plants are going to grow larger and larger if we continue to care for them the   correct way. “Who remembers what our plants need in order to grow?” Soil, water, air, and  light. (activating prior knowledge of content) Have students use thumbs up and thumbs  down to reinforce student responses. Provide positive specific praise. “That is absolutely  right!” “Kiss your smart brains!”   * Explain that plants change as they grown and will eventually die, but without soil,   water, air, and light plants will not live and grow through all the phases of their life cycle.   * Place each Life Cycle of a Bean Plant picture card in the middle of the circle out of order. “In   order for us to be successful farmers like George Washington and Abraham Lincoln, we need to  know how our bean plant is growing. “   * “Raise your hand if you can tell me what the 1st phase of our bean plants life is? What does   it start out as?” A seed. “Thumbs up or thumbs down if you think her or she is corrects.”  Provide positive specific praise. “Come find the picture card on the seed.” Continue this  process for each phase. (2nd-roots, 3rd-sprout, 4th-plant, 5th-beans-ready to be picked/  harvested and eaten).   * “Raise your hand if you can tell me what type of numbers we are using if we count by   saying 1st, 2nd, 3rd, 4th, and 5th?” Ordinal numbers. Provide positive specific praise. Explain  that ordinal numbers are also used to represent the position of each phase of the bean  plant’s life cycle, like the  position of the presidents.   * Use echo and choral response to recite the phases of the bean plan using ordinal numbers.   **Subject Content/Topics**  The students will understand that George Washington and Abraham Lincoln grew up on farms.  The students will understand that George Washington and Abraham Lincoln’s families grew their own food on farms in order to survive.  The students will understand basic needs and life processes of plants (bean plants).  The students will understand that plants change as they grow and eventually die.  The students will understand that plants need nutrients from soil, water, air, light, and a place to grow in order to survive.  The students will observe the growth of their individual bean plants.  The students will model how to grow like a bean plant, using each phase of the life cycle (whole group and small group).  The students will sequence the life cycle of a bean plant (whole group and small group).  The students will match the bean plant phases to the correct ordinal number.  **Learning Activities/Procedures**  After the whole group discussion, have the students stand up and find their own personal space on  the carpet. “I want you to be able to hold your arms straight out and them not touch another one of  your friends. Make sure you have lots of personal space.” “Now that we have become successful  farmers! We are going to grow like our bean plants.” Model as students grow. “1st I want you to  curl up into a ball with your knees underneath you.” “What phase of the bean plant do you think  you are?” A seed. “2nd after you are a seed and have been planted in the soil and given lots of  water, you are going to grow your…” Roots. “Your arms are going to be like your roots. Stick  your arms straight out with your hands on the ground so that you can grow your roots.” “3rd after  you been watered more and more and gotten plenty of sunlight, you are going to pop up out of the  soil as a sprout.” “Pop up on your knees like you are kneeling so that you can be a sprout.” “Who  remembers what bean plants become after the sprout?” Plant. “You are going to jump up and  stand nice and tall with your arms out so that you can be a bean plant with big leaves.” “And lastly  the 5th phases of a bean plants life is that you are ready for what?” To be picked/harvested and  eaten.  “Let’s see if we can do each phases movement in the correct order all together!”  **Key Discussion Questions**  These key discussion questions will be facilitated based off of students’ questions and observations in the Introduction, Learning Activities/Procedures, and Closure sections.  **Closure**  “Now that we have had lots of practice with the life cycle of a bean plant, it is time for you to practice at your tables.” “At your seats you will find a bag with the same life cycle of a bean plant picture cards that we used, but they are not in order.” “You are going to work as a table to put the life cycle in order from what happens 1st through 5th.” “Once your table has put the life cycle in order, raise your hands so that I can see what your super smart brains have put together.” “After I look over your tables life cycle I will give you a sheet with the same pictures along the top and ordinal numbers along the bottom.” “You are going to draw a straight line from the ordinal numbers to the correct phase they belong with.” Model drawing a line from 1st to the picture of the seed. “Once you finish matching all of your ordinal numbers to the correct phase, you may use your crayon to color the picture of each phase.”  The student will return to their seats by tables. Life Cycle of a Bean Plant Picture Cards will be laying on each table.  As the students complete both activities, the teacher will circulate the classroom to provide support, answer questions, and evaluate student work.  After each student has completed his or her work, the students will store their activity sheet in  their mailbox by table. | |
| **Differentiated Learning Activities**  Number of Learners: 21  Gender: 12 boys; 9 girls  Race/Ethnicity: Caucasian 11; African American 10  School Socio-Economic Status: Persons below Poverty Level=15.2% of the population  Free or Reduced Lunch= 58.6% of students  The students will be provided with content being represented in a variety of ways through whole group discussion, picture cards (whole group and small group), authentic physical activity, teacher modeling, and the ordinal numbers sequencing sheet.  The students will be actively engaged by volunteering to share their thinking, participating in discussion, answering key discussion questions, making connections, and actively moving/growing according to the phases of a bean plant.  Instruction will be adapted in a variety of ways: picture cards (whole group and small group), authentic physical activity, teacher modeling, and the ordinal numbers sequencing sheet.  Students will be allotted with more time if necessary.  The teacher will provide students with personal assistance while in small group and during the sequencing activity sheet. | |
| **Instructional Resources and Technology**   * Students’ Bean Plants * Life Cycle of a Bean Plant Picture Cards (7 sets total:1 teacher/6 small group) * Life Cycle of a Bean Plant Sequencing With Ordinal Numbers (21 total) | |
| **Formative Assessment**  Evidence to display student understanding will be collected through formative assessments during  the whole group discussion, authentic physical activity, small group, and the sequencing activity  sheet. The students will be expected to know that plants change as they grown and eventually die.  The students will also be expected to know and understand basic needs and life processes of  plants, they need nutrients from soil, water, air, light, and a place to grow. After the whole group discussion and authentic physical activity, the students will be expected to engage in small group  discussion and participation in ordering the phases of a bean plant. The students will then work  independently to match the ordinal numbers to the correct phases they belong with. The students  will also be expected to follow all expectations and directions given. Students will be asked to use their prior knowledge of past content to develop their thinking. The students will be evaluated based on their participation and engagement during whole group discussion, authentic physical activity, small  group, and the sequencing activity sheet.  Using the thumbs up and thumbs down, I will be able to check for student understanding of content and if they agree or disagree.  Using unison response, I will be able to check for general student understanding of learned material.  Selected students will share their thinking with the whole group.  Using the picture cards, authentic physical activity, and the sequencing activity sheet; I will be able to check for learned content. | |
| **Reflection**   * Students were highly engaged and interested. * The students were able to successfully sequence the phases of the life cycle of a bean plant. * The students enjoyed being physically active while growing like bean plants. They wanted to repeat the steps over and over again. * Some students stood up at their seats to repeat the activity in order to determine the ordinal position of each phase. * Very hands-on and authentic activity. * The students followed all lesson activities and behavioral expectations given. * Students possessed high motivation. * Excellent job answering questions, asking questions, using prior knowledge, and making connections. * Lots of unison and individual responding. * I explicitly stated instructional expectations and objectives. * Redirected student behavior successfully. * Tapped into students’ prior knowledge and background knowledge about the life cycle of a bean plant. * Tapped into students’ prior knowledge and background knowledge about the needs of a plant. * Tapped into students’ prior knowledge and background knowledge about ordinal numbers. * Modeled how to grow like a bean plant. * The students were able to successfully match the ordinal numbers to the correct phase of the life cycle. * If I were given the opportunity to re-teach this lesson… I would have students grow like bean plants by tables while explaining each phase and what is needed in order for the plant to change and grow. | |

**Lesson Plan #7**

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| **Student Teacher:** Mary Lacen Kinkel | **School**: Cumberland Elementary School |
| **Cooperating Teacher:** Mr. Hughes  **University Supervisor:** Dr. Maynard | **Subject Area**:  Mathematics |
| **Grade Level:** Kindergarten | **Time:** 30-45 minutes |
| **Virginia Standard(s) of Learning**  ***History***  *History*  K.1 The student will recognize that history describes events and people of other times and places by  a) identifying examples of past events in legends, stories, and historical accounts of Powhatan, Pocahontas, ***George Washington***, Betsy Ross, and ***Abraham Lincoln***;  b) identifying the people and events honored by the holidays of Thanksgiving Day; Martin Luther King, Jr., Day; ***Presidents’ Day***; and Independence Day (Fourth of July).  *Civics*  K.9 The student will recognize the American flag and the Pledge of Allegiance and know that ***the president is the leader of the United States***.  *Mathematics-Measurement (Focus: Instruments and Attributes)*  K.7 The student will recognize a ***penny***, nickel, dime, and ***quarter*** and will determine the value of a collection of pennies and/or nickels whose total value is 10 cents or less  K.10 The student ill compare two objects or events, using direct comparisons or nonstandard units of measure, according to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder). Examples of nonstandard units include foot length, hand span, new pencil, paper clip, and block.  *Probability and Statistics (Focus: Data Collection and Display)*  K.13 The student will gather data by counting and tallying.  K.14 The student will display gathered data in object graphs, picture graphs, and tables, and will answer questions related to the data.  *Music-Performace* K.3,K.6,K.7  *Music History and Cultural Context* K.11 The student will recognize the relationship between music and other fields of knowledge.  **NCSS**  I.Culture  VI.Power, Authority, & Governance  **NCTM**  Understand numbers, ways of representing numbers, relationships among numbers, and number systems  Understand patterns, relations, and functions  Understand measurable attributes of objects and the units, systems, and processes of measurement  Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them  **IRA**  4,11,12 | |
| **Instructional Objectives**  The students will be able to recognize Abraham Lincoln’s face on the penny with 100% accuracy.  The students will be able to recognize George Washington’s face on the quarter with 100% accuracy.  The students will be able to identify a penny based on physical characteristics with 100% accuracy.  The students will be able to identify a quarter based on physical characteristics with 100% accuracy.  The students will be able to understand that a penny is worth one cent 100% accuracy.  The students will be able to understand that a quarter is worth twenty-five cent 100% accuracy.  The students will be able to determine the value of pennies while measuring stovepipe hats with 90% accuracy.  The students will be able to compare coin outcomes of the quarter toss activity with 90% accuracy.  The students will be able to gather and display data of the quarter toss in a graph with 100% accuracy.  The students will be able to make a connection between music and other fields of knowledge (mathematics) 100% accuracy. | |
| **Instructional Design**  **Introduction**  The lesson will begin by the teacher stating behavioral and instructional expectations while sitting on the carpet.(Sitting Indian style in rows, keeping our bodies to ourselves, turning on listening ears, and raising your hand to ask a question, being respectful to your classmates, etc.)  1, 2, 3, eyes on me. 1, 2, 3, eyes on you and catch a bubble will be used to manage and redirect behavior.  The students will be actively engaged by volunteering and participating in discussion, answering key discussion questions, making connections to past lessons, and the authentic implementation of coin counting through whole group examples/practice and measuring Abraham Lincoln’s hat.   * “1, 2, 3, eyes on me. 1, 2, 3, eyes on you.” Set behavioral and instructional expectations.   Remind student of and reinforce the *Pete the Cat* shoe classroom management system.  “This week in social studies we have been talking about two very important presidents.”  “Raise your hand if you can tell me which two presidents have we been learning about?”  George Washington and Abraham Lincoln. “Thumbs up if you think he or she is right?”  Provide positive praise.   * “Today we are going to learn about two coins that have George Washington and Abraham   Lincoln’s faces on them.” “Which coin is George Washington’s face on?” The quarter.  “Which coin is Abraham Lincoln’s face on?” The penny. “That is exactly right!” “Kiss  your smart brains!”  “I know two poems that will help us remember the penny and the quarter.” “As I read  each line of the poem, I would like you to repeat or echo after me.” The teacher will begin  reading the poem line by line. After each poem is echoed, the teacher and the students will read it  again in unison.  **Subject Content/Topics**  The students will recognize Abraham Lincoln’s face on the penny.  The students will recognize George Washington’s face on the quarter.  The student will identify a penny and a quarter based on their physical characteristics.  The student will be able to make a connection between music and mathematics.  The students will understand that a penny is worth one cent and a quarter is worth twenty-five cents.  The students will determine the value of a group of pennies.  The students will measure a stovepipe hat while using pennies.  The student will flip a quarter and record either heads or tails in a graph.  The students will compare coin outcomes of a quarter toss.  **Learning Activities/Procedures**  *Money Poems:*  “Penny, penny, easily spent. Copper brown and worth one cent!”  Provide positive praise to students. “I want you to look at these different coins, and when you see what you think is the penny I want you to put a thumbs up high in the air.” The teacher will shuffle through a stack of coins (penny, nickel, dime, and quarter).  “Is this coin copper brown?” “Is it worth one cent?” (unison response) Tape penny to poem.  Discuss the front and back of a penny.  “Let’s all sing to the penny!”  *Penny Song:*“A penny is one cent, one cent, one cent. A penny is one cent. I know that!”  “Quarter, quarter, big and bold. You’re worth twenty-five cents I am told!”  Provide positive praise to students. “I want you to look at these different coins, and when you see what you think is the quarter I want you to put a thumbs up high in the air.” The teacher will shuffle through a stack of coins (penny, nickel, dime, and quarter). “Is this coin big?” “Is it bold?” “Is it worth twenty-five cents?” (unison response) Tape quarter to poem.  Discuss the front and back of a quarter.  “Kiss your smart brains!”  Introduce quarter song, explain to the students that the quarter song is similar to the penny song but you have to sing it a little bit faster. “Let’s all sing to the quarter!”  *Quarter Song:*“A quarter is twenty-five cents, twenty-five cents, twenty-five cents. A quarter is twenty-five cents. I know that!”  Have the students continue to sit in their rows. Tell the students “Now that we know how much a  penny and a quarter are worth, we are going to practice counting them.” “I am going to call on  some friends to come count.” “I am only going to call on friends who are sitting nicely in their  rows, following directions, and being respectful to others to be my counters.” Continue this  process for six examples. Count examples as a whole group once the student volunteers return to  their rows. Sing coin songs if necessary.  **Key Discussion Questions**  These key discussion questions can be found throughout the Introduction, Learning Activities/Procedures, and the Closure sections.  **Closure**  After the whole group practice is complete, have the students form a circle. Tell the students, “At your seats you will find a few activities.” “3 of my table have four different size hats on them.” Where have we seen this hat before?” Abraham Lincoln’s hat. “Raise your hand if you remember the name of Abraham Lincoln’s hat?” A stovepipe hat. Provide positive praise. “Each hat has a different letter on in: A, B, C, or D.” “You are going to take the pennies in the center of your table to measure each stovepipe hat.” Model activity directions/expectations and explain sheet. “While the rest of you are waiting for the hats to be at your table, you are going to use this quarter toss sheet to see if you land on more heads or tails after tossing a quarter 13 times.” Explain if you see George Washington’s face you are on heads.” “If you see a bald eagle you are on tails.” “Heads starts with /h/, which is what letter?” Hh. “Tails starts with /t/, which is what letter?” Tt. Model activity directions/expectations and explain sheet. “If you finish your quarter toss before the hats have made it to your table, flip your sheet over and flip your quarter 13 more times and see if your results are the same or different.” “Everyone will have time to complete both activities!”  The student will return to their seats by row. The Abraham Lincoln hat activity/materials and the quarter toss activity/materials will be on each student’s spot.  As the students complete the activities, the teacher will circulate the classroom to provide support, ask/answer questions, and evaluate student work.  After each student has completed his or her work, the students will store their activity sheets in their mailboxes by table. | |
| **Differentiated Learning Activities**  Number of Learners: 21  Gender: 12 boys; 9 girls  Race/Ethnicity: Caucasian 11; African American 10  School Socio-Economic Status: Persons below Poverty Level=15.2% of the population  Free or Reduced Lunch= 58.6% of students  The students will be provided with content being represented in a variety of ways through whole group discussion, practice, money poems and songs, the quarter toss activity, and the Abraham Lincoln’s hat activity.  The students will be actively engaged by volunteering and participating, answering key discussion questions, poems, songs, making connections to past lessons, and the implementation of their learning.  Students will be allotted with more time if necessary.  The teacher will provide students with personal assistance if necessary. | |
| **Instructional Resources and Technology**   * Money Poems (Penny and Quarter) * Large Coins (Penny, Nickel, Dime, and Quarter) * Magnet Coins (Pennies and Quarters) * Quarter Toss Graph Activity (21 of each) * How Tall is Abraham Lincoln’s Hat? (21 total) * Abraham Lincoln Hats: A, B, C, D (3 sets) * Pennies and Quarters * Pencils/Crayons | |
| **Formative Assessment**  Evidence to display student understanding will be collected through formative assessments during  the whole group activity, the quarter toss activity, and Abraham Lincoln’s hat activity. The  students will be expected to be able to identify both a penny and a quarter, understanding that a  penny is worth one cent and a quarter is worth twenty-five cents. The students will also be  expected to know which presidents face is represented on each coin. After the whole group  activity, the students will be expected to engage independently in both the quarter toss activity  and the Abraham Lincoln’s hat activity. The students will also be expected to  follow all expectations and directions given. Students will be asked to use their prior knowledge,  the money poems, and songs to develop their thinking. The students will be evaluated based on  their participation and engagement during whole group, the quarter toss activity, and the Abraham  Lincoln’s hat activity sheet.  Using the thumbs up and thumbs down, I will be able to check for student understanding of content and if they agree or disagree.  Using unison response, I will be able to check for general student understanding of learned material.  Selected students will share their thinking with the whole group.  Selected students will display their thinking while counting coins in a whole group setting.  Using the quarter toss and Abraham Lincoln’s hat activity sheets; I will be able to check for learned content by the students’ ability to complete each sheet. | |
| **Reflection**  As a whole, I was content with the results of my third observed mathematics lesson plan for my integrated unit on the presidents, George Washington and Abraham Lincoln. My Kindergarten students seemed to be interested and engaged by the entire lesson: the money poems, Abraham Lincoln’s stovepipe hat activity, and the quarter toss activity. I could tell that they especially enjoyed learning and reciting the money poems about the penny and the quarter. They were able to successfully echo and choral read both poems. Along with the poems, the students were entertained while completing both the stovepipe hat (for Lincoln) and the quarter toss (for Washington) activities. For the most part, the students were involved and followed all lesson activities and behavioral expectations given. Students’ motivation to behave was driven by the *Pete the Cat* shoe behavior management system. The behavioral goal was to turn Pete’s shoe white, so that it could be “all good”. The students did an excellent job of answering questions, asking questions, and making connections. Throughout the lesson, several students responded both individually and in unison. They were all cooperative while holding thumbs up or thumbs down, asking questions, answering questions, and making connections. It was clear that the students understood and took away the academic expectations I had hoped.  There were several pieces of my lesson that I thought went well. I believe I did a good job of explicitly stating the instructional expectations and objectives for the students. I was able to manage and redirect student behavior by using 1,2,3 eyes on me. 1,2,3 eyes on you and catch a bubble. I was able to give KL a diversion job, by allowing him to attach the quarter to the poem in attempts to redirect his behavior. I accomplished almost everything I intended to within my allotted time frame. Transitions between the two activities ran rather smoothly. I was able to scaffold students’ responses, by rephrasing questions, providing students with choices, and restating students’ responses. I provided students with immediate corrective feedback to their responses. I was able to tap into their prior knowledge and background knowledge about George Washington and Abraham Lincoln to set the stage for the lesson. I explicitly explained expectations throughout the lesson, while modeling and providing the students with practice. I also believe I did a good job at checking for student understanding. The students were able to use thumbs up or thumbs down, and were also asked specific questions to support their thinking. Lastly, I was pleased with both the specific and general praise I provided the students.  If I were given the opportunity to re-teach this lesson, there are certain pieces I would have done differently. While reading the money poems, I would use the pointer to track as I am reading, but also as the students echo. This would foster best practice for the students. Also, I thought it was highly effective to give KL a diversion job by allowing him to attach the quarter to the money poems. I later rewarded him by sending him up to the board to practice counting pennies, even thought he was misbehaving. I did this because he seemed to be unable to focus in on the current activity. Looking back I would have handle this situation much differently. If done again, I would have had him model the correct positive behavior first, before rewarding him. This way his reaction would align with my behavioral expectations for the whole group. I would also use twenty-five pennies to represent one quarter so that the students could visually see that they are equal. Lastly, I would have made changes to the quarter toss activity sheet. It was hard for my students to understand that they were only supposed to flip the quarter thirteen times total. Unfortunately while modeling, the quarter landed on heads both times, so the students were unable to see what would have happened if my second flip would have landed on tails. In order to prevent this confusion in the future, I would label each column 1-13 so that the students can clearly see the thirteen different trails. I would also have the students flip their coin and color in heads or tails while putting an x in the other box. Overall, I believe that I provided my students with an effective and engaging integrated mathematics lesson. | |

**Lesson Plan #8**

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| --- | --- |
| **Student Teaher:** Mary Lacen Kinkel | **School**: Cumberland Elementary School |
| **Cooperating Teacher:** Mr. Hughes  **University Supervisor:** Dr. Maynard | **Subject Area**:  History-Abraham Lincoln’s Time Capsule |
| **Grade Level:** Kindergarten | **Time:** 30-45 minutes (3) |
| **Virginia Standard(s) of Learning**  *History*  K.1 The student will recognize that history describes events and people of other times and places by  a) identifying examples of past events in legends, stories, and historical accounts of Powhatan, Pocahontas, *George Washington*, Betsy Ross, and ***Abraham Lincoln***;  b) identifying the people and events honored by the holidays of Thanksgiving Day; Martin Luther King, Jr., Day; ***Presidents’ Day***; and Independence Day (Fourth of July).  K.2 The students will describe everyday life in the present and in the past and begin to recognize that things change over time.  *Civics*  K.9 The student will recognize the American flag and the Pledge of Allegiance and know that ***the president is the leader of the United States***.  *Science-Scientific Investigation, Reasoning, and Logic*  K.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which g) a question is developed and predictions are made from one or more observations;  *Art-Visual Communication and Production*  K.2 The student will create works of art that express feelings and ideas.  K.3 The student will follow a sequence of steps used in creating works of art.  *Art History and Cultural Context*  K.13 The students will identify purposes for creating works of art.  *Analysis, Evaluation, and Critique*  K.15 The student will describe and respond to works of art.  *Aesthetics*  K.18 The student will describe ideas, experiences, and feelings expressed in personal and other works of art.  **NCSS**  I.Culture  VI.Power, Authority, & Governance  **IRA**  3,4,7,8,11,12 | |
| **Instructional Objectives**  The students will be able to identify Abraham Lincoln with 100% accuracy.  The students will be able to understand that Abraham Lincoln is celebrated on President’s Day, which is observed in the month of February with 100% accuracy.  The students will be able to understand that Abraham Lincoln lived long ago with 100% accuracy.  The students will be able to understand that Abraham Lincoln was the leader of the United States of America while he was president with 100% accuracy.  The students will be able to complete the what we learned section of the KWL chart with at least 5 sentences, while revisiting the other two columns.  The students will be able to paper mache time capsules in groups by following a sequence of steps.  The students will be able to identify the purpose of creating the time capsule by providing a description and expressing their own experiences and feelings. | |
| **Instructional Design**  **Introduction**  The lesson will begin by the teacher stating behavioral and instructional expectations while sitting on the carpet.(Sitting Indian style in rows, keeping our bodies to ourselves, turning on listening ears, and raising your hand to ask a question, etc.)  1, 2, 3, eyes on me. 1, 2, 3, eyes on you and catch a bubble will be used to manage and redirect behavior.  The students will be actively engaged by volunteering and participating in discussion, answering key discussion questions, and making connections.   * “1, 2, 3, eyes on me. 1, 2, 3, eyes on you.” Set behavioral and instructional expectations.   Remind student of and reinforce the *Pete the Cat* shoe classroom management system.   * “It is almost time for us to starting creating our very special time capsules.” “Raise your   hand if you can tell me which president you are going to create your time capsule for?”  Abraham Lincoln.“Thumbs up or thumbs down if you think he or she is correct.”  Provide positive specific praise.   * “Before we create our time capsules for president Abraham Lincoln, we need to brainstorm some   items that we should include in our time capsules.” “I want you to think about everything you  have learned about Abraham Lincoln over the past two weeks.” “I am going to call on  some friends to share an item and explain why we should use that item in the time capsule.” “  I am only going to call on friends who are sitting nicely in their rows, following directions,  and being respectful to others to share.” Write student responses on the chalk board. For each  item mentioned, have students use thumbs up or thumbs down to agree or disagree.  “Kiss your smart brains!” “Those are all wonderful items to use in Abraham Lincoln’s time capsule.”  Paper Mache  After brainstorming, have students form a circle around one of the tables.   * “Before we can choose items to put inside, we need to make our time capsules. I will split   all of you up into 6 different groups. These groups are not going to be with friends you  normally sit with.” “At each table you will find a shoebox, brown paper bag pieces, and  paper mache mixture made of water and glue.” “We are going to use the brown paper bag  pieces to paper mache the shoe boxes, just like you did when you paper mached your  globes in art class.” Begin to model how to paper mache the shoe box.   * “You want to make sure that your sleeves are rolled up so that you do not get paper mache on   them. You are going to take a piece of the brown paper bag cover it completely with the  paper mache mixture are place it on the box.” “Remember while you are using paper  mache you want to make sure that everything is flat and smooth, before you add more  paper.” Model. “I am expecting for all of you to work together and help to make these time capsules look amazing.”  The students will return to a table by groups. A shoebox, brown paper bag pieces, and paper mache mixture will be on each table.  As the students complete the activities, the teacher will circulate the classroom to provide support, ask/answer questions, and evaluate student work.  **Subject Content/Topics**  The student will recognize that history describes events and people of other times and places.  The students will identify American president Abraham Lincoln.  The students will understand that Abraham Lincoln is celebrated on President’s Day, which is observed in the month of February.  The students will understand that Abraham Lincoln lived long ago.  The students will understand that Abraham Lincoln was the leader of the United States of America while he was president.  The students will understand the significance of Abraham Lincoln to the United States of America.  The students will complete the what we learned section of the KWL chart, while revisiting the other two columns.  The students will complete and echo read the L section of the KWL chart.  The students will paper mache time capsules in groups by following a sequence of steps.  The students will identify the purpose of creating the time capsule by providing a description and expressing their own experiences and feelings.  **Learning Activities/Procedures**  Choosing Time Capsule Items/Writing Letters  “I am going to call groups over to the carpet to choose items for their time capsule, based on the  items we brainstormed.” “I am only going to call on friends who are sitting nicely at their tables, following directions, and being respectful to their group mates.” Students will come forward to  decided as a group which items they would like to use out of the 11 item choices. Groups of 4  will select 8 items, whereas groups of 3 will select 6 items (2 per student). Each student will select which 2 items he or she would like to present. Provide group assistance if necessary.  After each group has selected their items, “1, 2, 3, eyes on me. 1, 2, 3, eyes on you.” “Raise your  hand if you noticed something that was in George Washington’s time capsule, that we have not  put in Abraham Lincoln’s?” A Letter. Provide positive specific praise. “Each group is going to  write a letter to future students about your time capsule.” “If I call your name, you are going to be  the writer for your group: Cassie, Dillon, Sydney, Shonne, Cole, and Tamilyah.” “If you are not a  writer, it is your job to tell the writer what should be in your group’s letter.” Model an example  letter with stem.  Stem:  Future Students,  You have found Abraham Lincoln’s time capsule!  *Example: penny, five dollar bill, log cabin*  Sincerely,  (your names)  From Mr. Hughes’ Class  As the groups complete their letter, the teacher will circulate the classroom to provide support, ask/answer questions, and evaluate student work.  Group 1: **Cassie**, Valeria, Justin  Group 2: **Dillon**, Landyn, Tyrese  Group 3: **Sydney**, Gwen, Earl  Group 4: **Shonna**, Adam, Tiera, Aydin  Group 5: **Cole**, Kahmaree, Madison, Kamrien  Group 6: **Tamilyah**, Kephawn, Sha’Lea, Ryder  **(Group Writers)**  While creating and presenting Abraham Lincoln’s time capsule, the students will be split into small groups  based off of their pre assessment scores and behavioral needs. These groups with consist of both students  who scored high and students who are still developing in a particular area.  **Key Discussion Questions**  These key discussion questions will be facilitated based off of students’ questions and observations in the Introduction, Learning Activities/Procedures, and Closure sections.  **Closure**  Presentations  Model and explicitly explain expectation for the presentations. “When it is your groups turn to present Abraham Lincoln’s time capsule, I would like you to set your time capsule down on the chair and stand in a straight line facing the class. Use your proud voice when it is your turn to present 2 times from the time capsule. You are going to hold your item high in the air so that everyone can see it, explain what the item is, and why that item represents Abraham Lincoln.” Use George Washington’s time capsule to model presenting. “This is George Washington’s time capsule, inside you will find a three corner hat and a quarter. George Washington would wear three corner hats in his portraits. A quarter represents George Washington because his face is on heads. A quarter is worth twenty-five cents.” Explain to the students, “After each member of your group has finished presenting the time capsule items, the writer will read the letter to future students. As the writer reads the letter hold up your items when it is read.” “Once the presentation is over I am going to ask each of you what your favorite part of creating the time capsule was and why.” “Please be excellent listeners while your friends are presenting their time capsules, so that they will be excellent listeners when it is your turn to present.” Provide students with positive praise on all their hard work and dedication.  KWL Chart  After each time capsule has been presented, tell the students, “Now that we have seen all of the wonderful presentations of time capsules for Abraham Lincoln, we need to figure out what we have learned about George Washington and Abraham Lincoln.” “Give me a thumbs up if you remember this chart.” Show the students to KWL chart of the Promethean Board. Have students echo read each sentence for what we already knew about George Washington and Abraham Lincoln. After the what we knew column, revisit the what we want to know column to discuss if the questions have been answered or not. Have selected students share their answers to each question. “What have we learned over the past to weeks about George  Washington and Abraham Lincoln that we did not know before?” Call on students to share what they learned. Use thumbs up and thumbs down to check for overall learned content.  **Post Assessment administered after the presentations of George Abraham Lincoln’s time capsule.** | |
| **Differentiated Learning Activities**  Number of Learners: 21  Gender: 12 boys; 9 girls  Race/Ethnicity: Caucasian 11; African American 10  School Socio-Economic Status: Persons below Poverty Level=15.2% of the population  Free or Reduced Lunch= 58.6% of students  The students will be engaged by actively participating in brainstorming, answering key discussion question, volunteering to share their thinking, creating the time capsule, choosing items, presenting, and discussing the KWL chart.  The students will actively participate with the items within Abraham Lincoln’s time capsules.  The students will create the time capsules as a cooperative group.  The students will discuss capsule items as a cooperative group.  The students will use verbal responses to respond to instruction.  The teacher will provide students with personal assistance if necessary.  Group members will provide each other with necessary support.  Each group of students will have a writer. The writer will allow the students to verbalize their thinking. | |
| **Instructional Resources and Technology**   * Shoe boxes (6) * Paper bags * Paper mache mixture * Time capsule item choices: Picture of Abraham Lincoln during the Civil War, Picture of Abraham Lincoln as a lawyer, the state of Kentucky, Lincoln Logs-log cabin, bean plant seeds, Lincoln Memorial, stove pipe hat, five dollar bill, penny, books, and a 16 * Writing paper (6 total) * Authentic Assessment Rubric (21 total) * Promethean Board * KWL Chart | |
| **Formative Assessment**  Evidence to display student understanding will be collected through formative assessments while  brainstorming, creating the time capsule, choosing time capsule items, presenting, reflecting, and  completing the L section of the KWL chart. The students will be expected to know that Abraham Lincoln  was the sixteenth president of the United States of America and that he is celebrated on President’s Day in  the month of February. The students will be expected to engage in all aspects of creating the time  capsules. The students will also be expected to share what they have learned about Abraham  Lincoln within their presentations and letter to future students. Students will be asked to use their  prior knowledge to develop their time capsules. The students will be evaluated based on their participation and engagement in brainstorming, creating the time capsule, choosing time capsule items, presenting, reflecting, and completing the L section of the KWL chart. An authentic assessment rubric will  be used to assess students’ craftsmanship, time capsule items, presentation, and group communication.  Using the thumbs up and thumbs down, I will be able to check for students’ prior knowledge regarding George Washington’s time capsule items.  Using unison response, I will be able to check for general student understanding of content.  Using the KWL chart, I will be able to see what the students have learned about George Washington and Abraham Lincoln.  Selected students will share their thinking with the whole group. | |
| **Reflection**   * Students were highly engaged and interested in the construction and presentation of the time capsules. * The students enjoyed expressing their knowledge of Abraham Lincoln. * The students followed all lesson activities and behavioral expectations given. * Student possessed high motivation during all aspects of the lesson (brainstorming, paper mache, item choosing, writing, presenting, reflecting, and the L section of the KWL chart). * Excellent job answering questions, asking questions, using prior knowledge, and making connections. * Made connection to past art lessons. * Lots of unison and individual responding. * The students were able to complete the L section of the KWL chart. * The students were able to revisit the K&W sections of the KWL chart.   **What We Want to Know**  Why did George Washington chop down a cherry tree? **No, this is a legend**  What would be in Abraham Lincoln’s time capsule? C:\Users\Student\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\N11R0NIQ\MC900441310[1].png  What hat did Abraham Lincoln wear? **Stove pipe hat**  Did George Washington die on a farm? **No**  Where did Abraham Lincoln live? **Log cabin/Kentucky**  Did George Washington and Abraham Lincoln go to school? **GW=no/AL=yes**  **What We Learned**  Abraham Lincoln wore a stove pipe hat.  Abraham Lincoln lived in Kentucky.  George Washington and Abraham Lincoln helped our country.  Abraham Lincoln ended slavery in the United States.  George Washington was the 1st president.  Abraham Lincoln is on the penny and the five dollar bill.  George Washington in on the one dollar bill.   * Redirected student behavior successfully. * Tapped into students’ prior knowledge, background knowledge, and gained knowledge about George Washington. * Tapped into students’ prior knowledge, background knowledge, and gained knowledge about Abraham Lincoln. * Checked for student understanding and agreement (thumbs up or thumbs down). * The outcomes of the presentations were outstanding. * Each student successfully shared two time capsule items and followed the group presentation expectations. * Authentic Assessment Rubric (Most groups scored every category in the first column. Two groups scored in the middle row for group communication.) * Overall, the groups worked very well together. * Favorite parts?   “Picking items for the time capsule.”  “Reading the letter to future students.”  “Making our time capsule out of paper mache.”  “Sharing our time capsule with our friends.”  “Sharing our letter with our friends.”  “Talking about Abraham Lincoln being born in Kentucky and on the penny.”  “Helping my friends make our time capsule.”  “Everything about making our time capsule.” | |

***Abraham Lincoln’s Time Capsule***

**Time CapsuleItem Choices:**

Picture of AL during the Civil War

Picture of AL as a Lawyer

The State of Kentucky

Lincoln Logs-Log Cabin

Bean Plant Seeds

Lincoln Memorial

Stove Pipe Hat

Five Dollar Bill

Penny

Books

16

***Authentic Assessment Rubric***

|  |  |  |  |
| --- | --- | --- | --- |
| Abraham Lincoln’s Time Capsule  Craftsmanship:  **Time Capsule is nicely constructed. The group took their time in paper macheing the time capsule.** | smileji2.jpg | smileji1.jpg | smileji3.jpg |
| Time Capsule Items:  **Time capsule contains 6-8 items that represent Abraham Lincoln’s life. Time capsule also includes a letter to future students. Concepts learned are clearly expressed within the time capsule.** |  |  |  |
| Presentation:  **Each group member shared two time capsule items. Specific reasons were given for each item selected. Each student shared their favorite part of creating the time capsule and why.** |  |  |  |
| Group Communication:  **The students worked well together as a group to create and present their time capsule for Abraham Lincoln.** |  |  |  |

***Data Tables***

|  |  |  |
| --- | --- | --- |
| **Student** | **Pre Assessment** | **Post Assessment** |
| 1 | 20% | 80% |
| 2 | 30% | 70% |
| 3 | 40% | 90% |
| 4 | 40% | 80% |
| 5 | 40% | 80% |
| 6 | 40% | 50% |
| 7 | 50% | 90% |
| 8 | 50% | 100% |
| 9 | 50% | 50% |
| 10 | 50% | 80% |
| 11 | 60% | 90% |
| 12 | 60% | 100% |
| 13 | 60% | 100% |
| 14 | 60% | 80% |
| 15 | 60% | 80% |
| 16 | 60% | 100% |
| 17 | 60% | 100% |
| 18 | 60% | 60% |
| 19 | 70% | 90% |
| 20 | 70% | 80% |
| 21 | 80% | 90% |

Table #1

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre Assessment** | **Results (# of students)** | **Post Assessment** | **Results**  **(# of students)** |
| 20% | 1 | 20% | 0 |
| 30% | 1 | 30% | 0 |
| 40% | 4 | 40% | 0 |
| 50% | 4 | 50% | 2 |
| 60% | 8 | 60% | 1 |
| 70% | 2 | 70% | 1 |
| 80% | 1 | 80% | 7 |
| 90% | 0 | 90% | 5 |
| 100% | 0 | 100% | 5 |

Table #2

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | **PRE** |  |  |  |  |  |  |
| **Student** | **#1** | **#2** | **#3** | **#4** | **#5** | **#6** | **#7** | **#8** | **#9** | **#10** |
| 1 | **X** | **X** | **X** | **X** | **X** |  |  | **X** | **X** | **X** |
| 2 | **X** | **X** | **X** |  |  | **X** |  | **X** | **X** | **X** |
| 3 | **X** | **X** | **X** |  |  | **X** |  |  | **X** | **X** |
| 4 | **X** | **X** | **X** |  |  | **X** |  | **X** |  | **X** |
| 5 | **X** | **X** | **X** |  |  | **X** |  |  | **X** | **X** |
| 6 | **X** |  | **X** |  | **X** | **X** |  |  | **X** | **X** |
| 7 | **X** |  | **X** | **X** |  | **X** |  | **X** |  |  |
| 8 | **X** |  | **X** |  | **X** | **X** |  |  | **X** |  |
| 9 |  |  | **X** |  | **X** | **X** |  |  | **X** | **X** |
| 10 | **X** | **X** | **X** |  |  | **X** |  | **X** |  |  |
| 11 | **X** |  |  | **X** | **X** |  |  | **X** |  |  |
| 12 | **X** |  |  |  | **X** | **X** |  | **X** |  |  |
| 13 | **X** |  | **X** |  | **X** | **X** |  |  |  |  |
| 14 | **X** |  | **X** | **X** |  |  |  | **X** |  |  |
| 15 | **X** | **X** | **X** |  |  | **X** |  |  |  |  |
| 16 | **X** | **X** |  |  |  |  |  | **X** | **X** |  |
| 17 | **X** | **X** |  | **X** | **X** |  |  |  |  |  |
| 18 | **X** |  |  | **X** | **X** | **X** |  |  |  |  |
| 19 | **X** | **X** |  |  |  | **X** |  |  |  |  |
| 20 |  | **X** |  | **X** |  |  |  |  | **X** |  |
| 21 |  |  | **X** |  | **X** |  |  |  |  |  |

Table #3

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | **POST** |  |  |  |  |  |  |
| **Student** | **#1** | **#2** | **#3** | **#4** | **#5** | **#6** | **#7** | **#8** | **#9** | **#10** |
| 1 | **X** |  |  | **X** |  |  |  |  |  |  |
| 2 | **X** |  |  |  |  |  |  |  | **X** | **X** |
| 3 |  |  |  |  |  |  |  | **X** |  |  |
| 4 | **X** |  | **X** |  |  |  |  |  |  |  |
| 5 | **X** |  |  |  |  | **X** |  |  |  |  |
| 6 | **X** |  |  |  | **X** | **X** |  |  | **X** | **X** |
| 7 | **X** |  |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |  |  |
| 9 | **X** | **X** |  | **X** |  |  | **X** | **X** |  |  |
| 10 |  |  |  |  | **X** | **X** |  |  |  |  |
| 11 |  |  |  | **X** |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |  |  |
| 13 |  |  |  |  |  |  |  |  |  |  |
| 14 | **X** | **X** |  |  |  |  |  |  |  |  |
| 15 | **X** |  |  |  |  |  | **X** |  |  |  |
| 16 |  |  |  |  |  |  |  |  |  |  |
| 17 |  |  |  |  |  |  |  |  |  |  |
| 18 | **X** |  | **X** |  |  |  |  |  | **X** | **X** |
| 19 |  | **X** |  |  |  |  |  |  |  |  |
| 20 |  |  |  |  |  |  |  |  | **X** | **X** |
| 21 |  |  |  |  |  |  |  | **X** |  |  |

Table #4

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goals** | **Pre Assessment Questions** | **Results (# of students who missed)** | **Post Assessment Questions** | **Results (# of students who missed)** |
|  | #1 | 18 | #1 | 10 |
|  | #2 | 11 | #2 | 3 |
|  | #3 | 14 | #3 | 2 |
|  | #4 | 7 | #4 | 3 |
|  | #5 | 10 | #5 | 2 |
|  | #6 | 14 | #6 | 3 |
|  | #7 | 0 | #7 | 2 |
|  | #8 | 9 | #8 | 3 |
|  | #9 | 9 | #9 | 4 |
|  | #10 | 7 | #10 | 4 |

Table #5

***Summation of Data Tables***

**Pre Assessment Data**/**Post Assessment Data**

|  |  |  |
| --- | --- | --- |
| **Student** | **Pre Assessment** | **Post Assessment** |
| 1 | 20% | 80% |
| 2 | 30% | 70% |
| 3 | 40% | 90% |
| 4 | 40% | 80% |
| 5 | 40% | 80% |
| 6 | 40% | 50% |
| 7 | 50% | 90% |
| 8 | 50% | 100% |
| 9 | 50% | 50% |
| 10 | 50% | 80% |
| 11 | 60% | 90% |
| 12 | 60% | 100% |
| 13 | 60% | 100% |
| 14 | 60% | 80% |
| 15 | 60% | 80% |
| 16 | 60% | 100% |
| 17 | 60% | 100% |
| 18 | 60% | 60% |
| 19 | 70% | 90% |
| 20 | 70% | 80% |
| 21 | 80% | 90% |

Table #1

Data tables #1 compares the pre assessment and post assessment data scores for each individual student. In data table #1, the pre assessment scores column ranges from the lowest score (20%) attained at the top to the highest score (80%) attained at the bottom. This graph clearly provides the growth of each individual student over a two week period. The post assessment scores display a range from the lowest score (50%) attained, to the highest score (100%) attained.

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre Assessment** | **Results (# of students)** | **Post Assessment** | **Results**  **(# of students)** |
| 20% | 1 | 20% | 0 |
| 30% | 1 | 30% | 0 |
| 40% | 4 | 40% | 0 |
| 50% | 4 | 50% | 2 |
| 60% | 8 | 60% | 1 |
| 70% | 2 | 70% | 1 |
| 80% | 1 | 80% | 7 |
| 90% | 0 | 90% | 5 |
| 100% | 0 | 100% | 5 |

Table #2

Data table #2 compares the pre assessment and post assessment data scores for the class as a whole. This set of data displays the number of students who scored a particular percent for both the pre and post assessments. For the pre assessment, the lowest score attained was a 20% and the highest score attained was an 80%. The overall class average for the pre assessment was a 52.9%. After two weeks of instruction, the class average for the post assessment was an 82.9%. For the post assessment, the lowest score attained was a 50%, and the highest score attained was a 100%. The class average growth increased by 30% by the end of the two week unit.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | **PRE** |  |  |  |  |  |  |
| **Student** | **#1** | **#2** | **#3** | **#4** | **#5** | **#6** | **#7** | **#8** | **#9** | **#10** |
| 1 | **X** | **X** | **X** | **X** | **X** |  |  | **X** | **X** | **X** |
| 2 | **X** | **X** | **X** |  |  | **X** |  | **X** | **X** | **X** |
| 3 | **X** | **X** | **X** |  |  | **X** |  |  | **X** | **X** |
| 4 | **X** | **X** | **X** |  |  | **X** |  | **X** |  | **X** |
| 5 | **X** | **X** | **X** |  |  | **X** |  |  | **X** | **X** |
| 6 | **X** |  | **X** |  | **X** | **X** |  |  | **X** | **X** |
| 7 | **X** |  | **X** | **X** |  | **X** |  | **X** |  |  |
| 8 | **X** |  | **X** |  | **X** | **X** |  |  | **X** |  |
| 9 |  |  | **X** |  | **X** | **X** |  |  | **X** | **X** |
| 10 | **X** | **X** | **X** |  |  | **X** |  | **X** |  |  |
| 11 | **X** |  |  | **X** | **X** |  |  | **X** |  |  |
| 12 | **X** |  |  |  | **X** | **X** |  | **X** |  |  |
| 13 | **X** |  | **X** |  | **X** | **X** |  |  |  |  |
| 14 | **X** |  | **X** | **X** |  |  |  | **X** |  |  |
| 15 | **X** | **X** | **X** |  |  | **X** |  |  |  |  |
| 16 | **X** | **X** |  |  |  |  |  | **X** | **X** |  |
| 17 | **X** | **X** |  | **X** | **X** |  |  |  |  |  |
| 18 | **X** |  |  | **X** | **X** | **X** |  |  |  |  |
| 19 | **X** | **X** |  |  |  | **X** |  |  |  |  |
| 20 |  | **X** |  | **X** |  |  |  |  | **X** |  |
| 21 |  |  | **X** |  | **X** |  |  |  |  |  |

Table #3

Data table #3 displays which specific questions were missed by each individual student during the pre assessment. All missed questions are represented by an x. Collectively, the class missed a total of 99 questions on the pre assessment.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | **POST** |  |  |  |  |  |  |
| **Student** | **#1** | **#2** | **#3** | **#4** | **#5** | **#6** | **#7** | **#8** | **#9** | **#10** |
| 1 | **X** |  |  | **X** |  |  |  |  |  |  |
| 2 | **X** |  |  |  |  |  |  |  | **X** | **X** |
| 3 |  |  |  |  |  |  |  | **X** |  |  |
| 4 | **X** |  | **X** |  |  |  |  |  |  |  |
| 5 | **X** |  |  |  |  | **X** |  |  |  |  |
| 6 | **X** |  |  |  | **X** | **X** |  |  | **X** | **X** |
| 7 | **X** |  |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |  |  |
| 9 | **X** | **X** |  | **X** |  |  | **X** | **X** |  |  |
| 10 |  |  |  |  | **X** | **X** |  |  |  |  |
| 11 |  |  |  | **X** |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |  |  |
| 13 |  |  |  |  |  |  |  |  |  |  |
| 14 | **X** | **X** |  |  |  |  |  |  |  |  |
| 15 | **X** |  |  |  |  |  | **X** |  |  |  |
| 16 |  |  |  |  |  |  |  |  |  |  |
| 17 |  |  |  |  |  |  |  |  |  |  |
| 18 | **X** |  | **X** |  |  |  |  |  | **X** | **X** |
| 19 |  | **X** |  |  |  |  |  |  |  |  |
| 20 |  |  |  |  |  |  |  |  | **X** | **X** |
| 21 |  |  |  |  |  |  |  | **X** |  |  |

Table #4

Data table #4 displays which specific questions were missed by each individual student during the post assessment. All missed questions are represented by an x. Collectively, the class missed a total of 36 questions on the post assessment, a difference of 63 questions in comparison to the pre assessment.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goals** | **Pre Assessment Questions** | **Results (# of students who missed)** | **Post Assessment Questions** | **Results (# of students who missed)** |
|  | #1 | 18 | #1 | 10 |
|  | #2 | 11 | #2 | 3 |
|  | #3 | 14 | #3 | 2 |
|  | #4 | 7 | #4 | 3 |
|  | #5 | 10 | #5 | 2 |
|  | #6 | 14 | #6 | 3 |
|  | #7 | 0 | #7 | 2 |
|  | #8 | 9 | #8 | 3 |
|  | #9 | 9 | #9 | 4 |
|  | #10 | 7 | #10 | 4 |

Table #5

Data table #5 compares the questions missed on the pre assessment and the post assessment for the class as a whole. This set of data displays the number of students who missed a particular question. For the pre assessment, the number of questions missed was 99. For the post assessment, the number of questions missed was 36. The number of questions missed decreased by 63 questions by the end of the two week unit.

***Unit Reflection***

As a whole, I was ecstatic with the results of my two week integrated unit on the presidents, George Washington and Abraham Lincoln. My Kindergarten students were very engaged and intrigued. They were highly active during all aspects of the unit. The students held high participation and followed most instructional and behavioral expectations given. Motivation to behave and participate appropriately was a direct result of daily practice of expectations. Students’ motivation to behave was also driven by the *Pete the Cat* shoe behavior management system. The behavioral goal was to turn Pete’s shoe white, so that it could be “all good”. The students did an excellent job of answering questions, asking questions, completing lesson activities, using prior knowledge, and working with their peers. Instruction was guided based on student understanding of presented content. I was completely amazed by their ability to successfully interact with the mentor texts and the topics that were discussed. The students were able to use their prior knowledge of George Washington and Abraham Lincoln in order to make several connections. I was afraid that the some of the content being learned within the unit may have been too difficult for the students. I was pleasantly surprised that these students were able to understand and discuss a majority of the various topics. Throughout the unit, each student responded both individually and in unison. They were cooperative while answering questions, asking questions, completing lesson activities, using prior knowledge, and working as a whole group and in small groups. Without their cooperation and participation, my two week integrated unit would not have been as successful or rewarding. The students’ excitement to learn about George Washington and Abraham Lincoln was remarkable.

There were several pieces of my unit that exceeded my expectations. All of the necessary materials were prepared before the lesson began, in order to maximize instructional time. I believe I did a good job of explicitly stating the behavioral and instructional expectations for the students. I made sure to provide the students with explicit instructions and to give several reminders throughout each lesson. I was able to manage and redirect student behavior by using techniques such as 1,2,3 eyes on me. 1,2,3 eyes on you and catch and bubble. For each lesson, I was able to accomplish everything I had intended to within my allotted time frame, while integrating various areas of study. I was able to provide the students with appropriate scaffolding to promote students’ responses throughout the two week unit.

During whole group, I was able to provide students with positive praise and immediate feedback regarding their responses and participation. I was able to successfully tap into the students’ prior knowledge about George Washington and Abraham Lincoln to increase motivation and prompt authentic responses. It was apparent that the students were highly motivated by instruction, based on their optimistic attitudes and excitement to present their time capsules. I often used thumbs up or thumbs down to check for student understanding at the beginning, middle, and end of each lesson. The students were often asked why they held thumbs up or thumbs down to support their responses. It was important for me to monitor the students’ understanding, to ensure that each student understood the instructional objectives of the lesson. By the end of the second week, the students were placed into small groups based off of their pre assessment scores and behavioral needs. These heterogeneous groups consisted of both students who scored high and students who were still developing in a particular area. I was pleased with the overall growth of the class. The overall class average for the pre assessment was a 52.9%. After two weeks of instruction, the class average for the post assessment was an 82.9%. The class average growth increased by 30% overall. I was impressed by the improvement made by the students.

Throughout my student teaching experience, I have learned so much about not only my students, but also myself. These children have truly impacted the growth in my teaching abilities and self confidence. They made me feel extremely comfortable within their classroom environment. I was not in any way nervous about discussing various content topics with them. I was able to connect with their interests and needs simply through having open discussions and answering questions as a whole group. I constructed unit lesson plans based on the pre assessment scores, student growth, student comprehension, and observations of how the students most effectively learned. These students tend to enjoy participating in hands on activities that require authentic learning and collaboration with one another. Their ability to collaborate with one another made the outcome of the time capsule presentations outstanding. The six groups worked very well together. They were able to successfully communicate while constructing their time capsule, choosing capsule items, writing to future students, and presenting. Each student was giving the opportunity to verbally reflect on their favorite part of creating Abraham Lincoln’s time capsule. My Kindergarten students’ excitement and motivation to learn has held high significance in inspiring me to effectively teach to the best of my ability. Overall, I believe that I provided my Kindergarten students with an effective and engaging integrated unit.