Mary Lacen Kinkel

Cumberland County Partnership

Fall 2013

Dr. Horne

Longwood University: Teacher Work Sample



Dear Parents/Guardians,

My name is Lacen Kinkel and I am a Partnership student at Longwood University. I am a senior, majoring in Liberal Studies with a concentration in Elementary Education. This semester, I have been in your student’s Kindergarten classroom. I have absolutely enjoyed every moment I have had thus far in Mr. Hughes’ class!

I will be teaching a two-week unit on United States symbols starting **Monday,** **November 4th, 2013** through **Friday, November 15th, 2013.** This unit will cover the VA SOL Civics K.9, the American Flag, the Pledge of Allegiance, and the President of the United States. The VA SOL stated below is what we will be covering:

***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.*

I will be teaching Monday throughThursday and I will provide Mr. Hughes with all the materials neccessary for Friday lessons. I will also be giving a pre-assessment on U.S. Symbolsto all of the students. This pre-assessment will notbe for a grade. This assessment will give me a better understanding of what your student already knows about this topic, in order to accomodate lesson plans if needed. A post-assessment will also be given so that I can see your student’s growth on the topic throughout the unit.

In order for this unit to be successful, I need your help! Please discuss completed classwork with your students and assist them with their homework assignments each night.

I am extremely excited to be working with your student over these next two weeks! If you have any questions, comments, or concerns, please do not hesitate to contact me at [mary.kinkel@live.longwood.edu](mailto:mary.kinkel@live.longwood.edu). Thank you for all of your support!

Important Dates:

Two-week unit **November 4th-November 15th**

Pre-assessment **October 30th**

Post-assessment **November 15th**

Sincerely,

Ms. Kinkel

***Table of Contents***

Contextual Factors………………………………………………....pages 4-7

Developmental Considerations…………………………………….pages 8-9

Learning Goals……………………………………………………...pages 10-17

Assessment…………………………………………………………pages 18-26

Unit of Instruction………………………………………………….pages 27-43

Data Tables…………………………………………………………pages 44-48

Summation of Data Tables…………………………………………pages 49-53

Reflection……………………………………………………………pages 54-56

Resources……………………………………………………………pages 57-64

***Contextual Factors***

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

**Community, School, and Classroom Factors**

Cumberland County is a rural community that was 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. Within 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 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 students, twelve boys and eight girls. Race of these students are half Caucasian (10) and half African America (10). 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. I often tutor small groups and individuals in this space.

The overall classroom management is straight-forward and concise. Although the rules and expectations are not posted within the classroom, they 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 class 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, literacy instruction, resource, 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 and guided practice. Language Arts, mathematics, and social studies seem to be the main content areas of focus. I have witnessed little to no instruction in regards to science.

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 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 needs and behaviors. 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 subject, 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

Kindergarten 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. During station work, the students will be split into small groups based off of their pre assessment scores. 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 subject. The formative assessments will be authentic and purpose driven. Students will be expected to share their thinking and make connections to their prior knowledge. All homework assignments will directly correlate with the subject being learned in the classroom.

***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 connections. Within my 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 my 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 my 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 red. If the student remain on green throughout the entire week, they are rewarded a prize. Another example of this type of conditioning is immediate effective feedback. Immediate feedback instantly reinforces student knowledge. 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. 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 uses 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. This ability is enhanced through 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 center 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 centers 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 learning, which is being implemented within Cumberland Elementary School. Project-based learning, PBL, is to make the process of education “worthy living itself”. This specific type of learning is an even integration of Jean Piaget’s and Lev Vygotsky’s theory approaches.

***Learning Goals***

The following SOL chosen for the two week unit:

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

The learning goals for the two week unit are:

1. The student will be able to identify the American flag.
2. The student will be able to identify the Pledge of Allegiance.
3. The student will be able to understand that the leader of the United States is the president.

These three learning goals were chosen based on their appropriateness in connection to the students’ ages and learning abilities. Children have a wide variety of abilities and needs regarding education. It is important for an effective teacher is able to fully understand that each student learns in a variety of ways and paces. In Kindergarten, instructional level tasks can easily develop into frustration. It is essential to construct Kindergarten lesson plans with explicit instruction and to take the age level and abilities of students into consideration at all times. Through giving a pre-assessment of the K.9 SOL, “The student will recognize the American flag and the Pledge of Allegiance and knowthat the president is the leader of the United States”, I will design my students learning objectives. The students will be expected to fulfill each learning goal and objective to their best ability and understanding.

The first learning goal’s purpose is that the student will be able to identify the American flag. Each day the teacher and the students will discuss the various elements of the American flag and the importance of each element. The students will understand that the American flag has white stars on a blue rectangle, and it also has red and white stripes. As the unit continues, the students will make connections with the American flag in a variety of ways. The students will be given multiple opportunities to create an American flag as a whole group and independently. By the end of the lesson, I expect all of the students to be able to identify the American flag and its elements.

The second learning goal’s purpose is that the student will be able to identify the Pledge of Allegiance. Each day the teacher and the students will practice reciting the Pledge of Allegiance and discuss its importance within our American society. The students will be able to remember that the Pledge of Allegiance is the United States’ national pledge to the flag. The teacher and students will discuss if the students have ever said or heard the Pledge of Allegiance before, and if so, where. It is my hope that the students will find great meaning behind our countries Pledge of Allegiance. Throughout the unit, the teacher will ask for student volunteers to recite the Pledge of Allegiance in a small groups. By the end of the lesson, I expect all of the students to be able to identify and understand the importance of the Pledge of Allegiance within our nation.

The third learning goal’s purpose is that the student will be able to understand that the leader of the United States is the president. Each day the teacher and the students will discuss types of leaders within our community. As the unit continues, the students will make connections between the leader of our country, the president, and other types of leaders. The student will also predict what types of jobs or activities the United States president does as the country’s leader. Students will be given different roles, where they must serve at a leader within the classroom. The students will also create themselves as president and explain why they would make an excellent president. By the end of the lesson, I expect all of the students to be able to understand and recognize that the leader of the United States is the president.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit Title: United States Symbols**  **Grade: Kindergarten**  **Cooperating Teacher: Mr. Hughes**  **Learning Goal #1**  **Learning Goal: Student will be able to…**  **The student will be able to identify the American flag.** | | | | | | | | |
| ***Applicable SOL(s):***  *Civics*  K.9 The student will recognize the American flag and the Pledge of Allegiance and knowthat the president is the leader of the United States. | | | | | ***Applicable National Standard(s):***  *I.Culture*  Social studies programs should include experience that provide 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. | | | |
| **Supporting material from VDOE Curriculum Frameworks:** | | | | | | | | |
| ***Essential Understandings:***  The United States has a national flag.  The United States has a national pledge to the flag.  The United States has a leader, who is called the president. | | ***Essential Questions:***  What does the American flag look like?  What is the name of the pledge to the American flag?  What is the name given to the leader of the United States? | | | ***Essential Knowledge:***  The American flag has white stars on a blue rectangle, and it also has red and white stripes.  The pledge to the American flag is called the Pledge of Allegiance.  The president is the leader of the United States. | | ***Essential Skills:***  Participate in groups and democratic society. | |
| **Topics/ Concepts:** | **Bloom’s Degrees of Understanding**  ***Tasks/ activities students will engage in to help them:*** | | | | | | | |
| ***Remember*** | | ***Understand*** | ***Apply*** | | ***Analyze*** | ***Evaluate*** | ***Create*** |
| American Flag | Remember that the colors of the American flag are red, white, and blue. | | Understand that there are 50 stars on the American flag, representing 50 states. | Apply the importance of the American flag to our nation. | |  |  | Create an American flag as a whole group. |
|  | Remember that the American flag is made up of stars and stripes. | | Understand that there are 13 stripes on the American flag, representing the 13 original colonies. |  | |  |  | Create an American flag booklet independently. |
|  |  | | Understand that the American flag has white stars on a blue rectangle, and it also has red and white stripes. |  | |  |  | Create their own edible American flag independently. |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit Title: United States Symbols**  **Grade: Kindergarten**  **Cooperating Teacher: Mr. Hughes**  **Learning Goal #2**  **Learning Goal: Student will be able to…**  **The student will be able to identify the Pledge of Allegiance.** | | | | | | | | |
| ***Applicable SOL(s):***  *Civics*  K.9 The student will recognize the American flag and the Pledge of Allegiance and knowthat the president is the leader of the United States. | | | | | ***Applicable National Standard(s):***  *I.Culture*  Social studies programs should include experience that provide 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. | | | |
| **Supporting material from VDOE Curriculum Frameworks:** | | | | | | | | |
| ***Essential Understandings:***  The United States has a national flag.  The United States has a national pledge to the flag.  The United States has a leader, who is called the president. | | ***Essential Questions:***  What does the American flag look like?  What is the name of the pledge to the American flag?  What is the name given to the leader of the United States? | | | ***Essential Knowledge:***  The American flag has white stars on a blue rectangle, and it also has red and white stripes.  The pledge to the American flag is called the Pledge of Allegiance.  The president is the leader of the United States. | | ***Essential Skills:***  Participate in groups and democratic society. | |
| **Topics/ Concepts:** | **Bloom’s Degrees of Understanding**  ***Tasks/ activities students will engage in to help them:*** | | | | | | | |
| ***Remember*** | | ***Understand*** | ***Apply*** | | ***Analyze*** | ***Evaluate*** | ***Create*** |
| The Pledge of Allegiance | Remember that the Pledge of Allegiance is the United States’ national pledge to the flag. | | Understand the importance of the Pledge of Allegiance to the United States. | Apply through making connections to when the students have said or heard the Pledge of Allegiance and where. | |  | Evaluate/Recite the Pledge of Allegiance in small groups (volunteers). | Create a Pledge of Allegiance booklet independently. |
|  |  | |  |  | |  | Evaluate/Recite the Pledge of Allegiance as a whole group. |  |
|  |  | |  |  | |  | Evaluate/Recite the Pledge of Allegiance individually. |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit Title: United States Symbols**  **Grade: Kindergarten**  **Cooperating Teacher: Mr. Hughes**  **Learning Goal #3**  **Learning Goal: Student will be able to…**  **The student will be able to understand that the leader of the United States is the president.** | | | | | | | | |
| ***Applicable SOL(s):***  *Civics*  K.9 The student will recognize the American flag and the Pledge of Allegiance and knowthat the president is the leader of the United States. | | | | | ***Applicable National Standard(s):***  *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; | | | |
| **Supporting material from VDOE Curriculum Frameworks:** | | | | | | | | |
| ***Essential Understandings:***  The United States has a national flag.  The United States has a national pledge to the flag.  The United States has a leader, who is called the president. | | ***Essential Questions:***  What does the American flag look like?  What is the name of the pledge to the American flag?  What is the name given to the leader of the United States? | | | ***Essential Knowledge:***  The American flag has white stars on a blue rectangle, and it also has red and white stripes.  The pledge to the American flag is called the Pledge of Allegiance.  The president is the leader of the United States. | | ***Essential Skills:***  Participate in groups and democratic society. | |
| **Topics/ Concepts:** | **Bloom’s Degrees of Understanding**  ***Tasks/ activities students will engage in to help them:*** | | | | | | | |
| ***Remember*** | | ***Understand*** | ***Apply*** | | ***Analyze*** | ***Evaluate*** | ***Create*** |
| The leader of the United States is the president. | Remember that the president is the leader of the United States. | | Understand that the president is the leader of the United States. | Apply through making connections between the president and other leaders. | | Analyze the various jobs and responsibilities of the president. |  | Create themselves as president and explain why they would make an excellent president. |
|  |  | |  | Apply through acting in various leaderships roles. | |  |  |  |

***Assessment***

*Learning Goals*

**#1:** *The student will be able to identify the American flag.*

**#2:** *The student will be able to identify the Pledge of Allegiance.*

**#3:** *The student will be able to understand that the leader of the United States is the president.*

**Summative assessment of the unit will consist of:**

**Pre Assessment**

1 Short Answer (2 points) **Goal #1**

3 True/False (1 point each) **Goal #1, #2, #3**

1 Short Answer (2 points) **Goal #2**

3 Short Answer (1 point each) **Goal #1, #2, #3**

80% will indicate mastery for each learning goal

**Post Assessment**

1 Short Answer (2 points) **Goal #1**

3 True/False (1 point each) **Goal #1, #2, #3**

1 Short Answer (2 points) **Goal #2**

3 Short Answer (1 point each) **Goal #1, #2, #3**

80% will indicate mastery for each learning goal

**Narrative:**

**Assessment Plan**

The unit of “United State Symbols” will be assessed through a series of pre-assessments, formative assessments, and post-assessments. These assessments will directly align with the learning goals and the Virginia Standards of Learning. The assessment table below displays the learning goals, assessments, forms of assessment, and a list of assessment adaptations that may be needed to effectively assess all students for each learning goal.

**Learning Goal #1:** *The student will be able to identify the American flag.*

Learning Goal one will measure students ability to identify the American flag. Learning goal one consists of: two short answer questions and one true false question. Coloring the American flag will be worth two points. The true or false questions will be worth one point. And the flag identification will be worth one point. Mastery will be indicated by 80% correct. The students will be provided with multiple opportunities in order to grasp this concept through classwork and homework activities (creating class American flag, creating own American flag, identifying flag activities, etc.).

**Learning Goal #2:** *The student will be able to identify the Pledge of Allegiance.*

Learning Goal two will measure the student’s ability to identify the Pledge of Allegiance. Learning goal two consists of: two short answer questions and one true false question. The true or false question will be worth one point. The reciting of the Pledge of Allegiance will be worth two points. And the Pledge of Allegiance identification will be worth one point. Mastery will be indicated by 80% correct. The students will be provided with multiple opportunities in order to grasp this concept through classwork and homework activities (practice reciting, booklet activity, etc.).

**Learning Goal #3:** *The student will be able to understand that the leader of the United States is the president.*

Learning Goal three will measure the student’s ability to understand that the leader of the United States is the president. Learning goal two consists of: one short answer question and one true false question. The true or false questions will be worth one point. And the president identification will be worth one point. Mastery will be indicated by 80% correct. The students will be provided with multiple opportunities in order to grasp this concept through classwork and homework activities (classroom leaders, shared reading lesson, examples of other leaders, create themselves as president etc.).

**Pre and Post Assessments**

In order to determine the students’ prior knowledge of United States Symbols, a pre assessment must be given to the Kindergarten students prior to teaching the two week unit. This is important to fully understand what each individual student knows about United States Symbols. The pre assessment will consist of eight questions total, consisting of: five short answer questions and three true or false questions. Most of the questions will be short answer due to coloring and reciting. A majority of the assessment will include verbal directions, due to the age of the students. There will be three questions for learning goal one, three questions for learning goal two, and two questions for learning goal three. Mastery will be indicated by 80% correct per learning goal.

The post assessment for the United States Symbols unit will consist of the same questions as the pre assessment. This will allow clear observation of student growth and retention of content throughout the unit. The post assessment will consist of eight questions total, consisting of: five short answer questions and three true or false questions. There will be three questions for learning goal one, three questions for learning goal two, and two questions for learning goal three. Mastery will be indicated by 80% correct per learning goal.

**Formative Assessments**

Formative Assessments will be given on a daily basis. The students will be given multiple opportunities and activities to expand their understanding of each learning goal. Each activity will be given and adjusted based on the students’ ability level and need. It is important that all classwork and homework assignments are on the students’ instructional level. Through participating in these assessments, student growth will hopefully be displayed in the post assessment.

**Assessment Table:**

|  |  |  |  |
| --- | --- | --- | --- |
| Learning Goals | Assessments | Forms of Assessment | Assessment Adaptations |
| **Learning Goal #1:** *The student will be able to identify the American flag.*  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Learning Goal #2:** *The student will be able to identify the Pledge of Allegiance.*  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Learning Goal #3:** *The student will be able to understand that the leader of the United States is the president.* | Pre Assessment  Formative Assessment  Post Assessment  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Pre Assessment  Formative Assessment  Post Assessment  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Pre Assessment  Formative Assessment  Post Assessment | 1 Short Answer (2 pts)  1 True/False (1 pt)  1 Short Answer (1 pt)  Classwork   * Create class American flag * Create own edible American flag * Booklet activity * Identifying flag activities   Homework   * Practice the Pledge of Allegiance found on the last page of the All About the American Flag booklet   1 Short Answer (2 pts)  1 True/False (1 pt)  1 Short Answer (1 pt)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  1 True/False (1 pt)  1 Short Answer (2 pts)  1 Short Answer (1 pt)  Classwork   * Practice reciting * Booklet activity   1 True/False (1 pt)  1 Short Answer (2 pts)  1 Short Answer (1 pt)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  1 True/False (1 pt)  1 Short Answer (1 pt)  Classwork:   * Classroom Leaders * Shared Reading Lesson * Examples of other leaders * Create themselves as president   1 True/False (1 pt)  1 Short Answer (1 pt) | Provide multiple examples and opportunities  Increase opportunities to respond  Provide verbal cues and prompts  Adjust number of questions  Adjust number of activities  Increase wait time  Leveled activities  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Provide multiple examples and opportunities  Increase opportunities to respond  Provide verbal cues and prompts  Adjust number of questions  Adjust number of activities  Increase wait time  Leveled activities  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Provide multiple examples and opportunities  Increase opportunities to respond  Provide verbal cues and prompts  Adjust number of questions  Adjust number of activities  Increase wait time  Leveled activities |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Cognitive Behaviors | | | | | |
| Content | *Knowledge* | *Comprehension* | *Application* | *Analysis* | *Synthesis* | *Evaluation* |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| The student will be able to identify the American flag. | X  TF 1 | X  SA 1 |  |  |  | X  SA 1 |
| The student will be able to identify the Pledge of Allegiance. | X  TF 1 | X    SA 1 |  |  | X  SA 1 |  |
| The student will be able to understand that the leader of the United States is the president. | X  TF 1 | X      SA 1 |  |  |  |  |

**Pre and Post Assessment: (10 points total)**

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

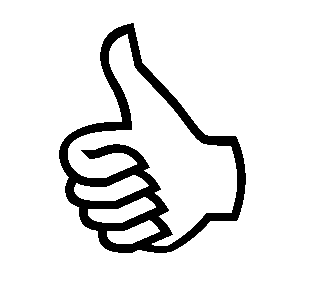
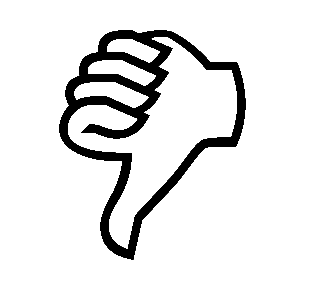
**United States Symbols**

**Kindergarten Assessment**

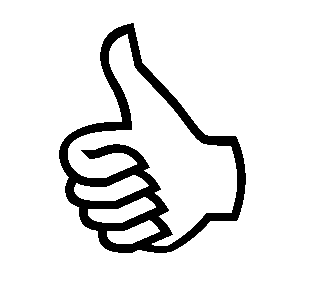
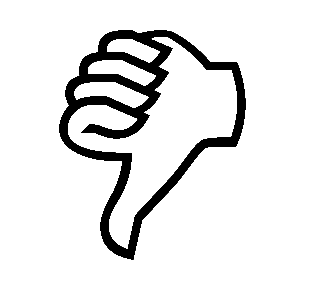
**Yes/No (1 point each)**

*Circle thumbs up for yes or thumbs down for no after hearing the following sentences*

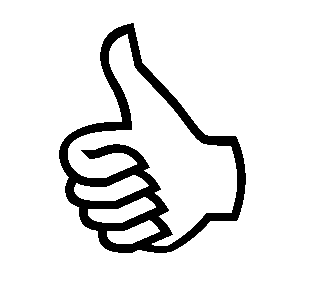
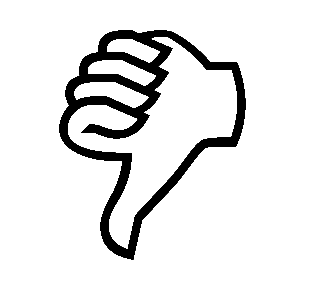
1. The President is the leader of the United States.

1. The American flag has stars and stripes.

1. The Pledge of Allegiance is the national pledge to the American flag.

**Short Answer (2 points)**

*Recite the Pledge of Allegiance individually, with your right hand over your heart*

I pledge allegiance to the flag

Of the United States of America

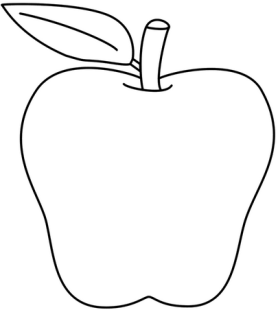
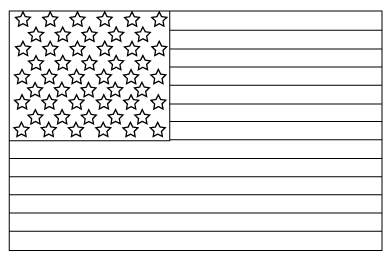
And to the republic, for which it stands.

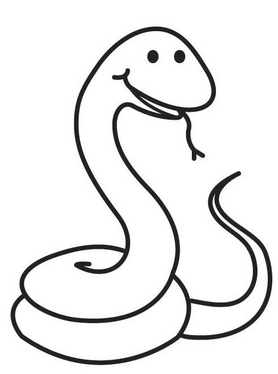
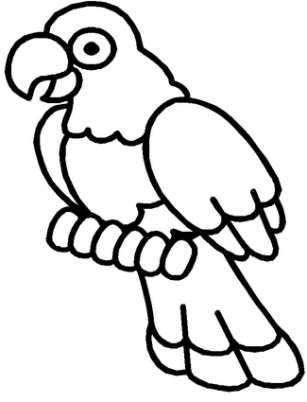
One nation, under God, invisible,

With liberty and justice for all.

**Coloring the American Symbols (1 point each)**

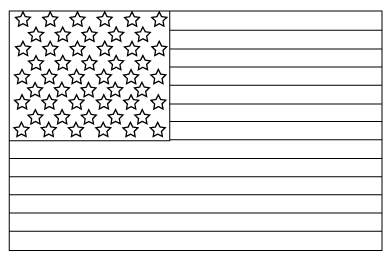
*Use crayons to color the correct American symbols below*

**Coloring the American Flag (2 points)**

*Use crayons to color the American flag below*



***Unit of Instruction***

|  |  |
| --- | --- |
| **Teacher:** Mary Lacen Kinkel | **School**: Cumberland Elementary School |
| **Cooperating Teacher:** Mr. Hughes | **Subject Area**: History |
| **Grade Level:** Kindergarten | **Time:** 30-45 minutes |
| **Lesson Plan #1** | |
| **Learning Goal**  The student will be able to identify the American flag. | |
| **Virginia Standard(s) of Learning**  *Civics*  K.9 The students will recognize the American flag.  **National Standard(s)**  *I.Culture*  Social studies programs should include experience that provide 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. | |
| **Objectives**  The students will be able to:   * identify the American flag. * remember that the colors of the American flag are red, white, and blue. * understand that there are 50 stars on the American flag, representing the 50 states. * understand that there are 13 stripes on the American flag, representing the 3 original colonies. * understand that the American flag has white stars on a blue rectangle, and it also has red and white stripes. * understand the importance of the American flag to our nation. * create an American flag as a whole group. | |
| **List of Materials:**   * *The American Flag* by Lloyd G. Douglas * Flags Are Flying Song (Tune:Frere Jacques) * Bulletin board paper * Red and blue paint * Paper plates (2) * All About the American Flag booklets (20) | |
| **Introduction** | |
| * Activate prior knowledge:   What colors are on the American flag?  What shape is the American flag?  What are on the American flag?  How many stripes are on the American flag?  How many stars are on the American flag?   * The teacher will read aloud *The American Flag* by Lloyd G. Douglas, while discussing the features and importance of the American flag. | |
| **Directions/Lesson Activity** | |
| * The teacher will clearly go over the lesson activity instructions and expectations before the students begin working. * The teacher will model how to use the paint and color the All About the American Flag booklet. * The students are expected to follow all instructions given. * The students will be called to the carpet by tables to create the class American flag. * The students will use their hands to create the features of the American flag (red stripes). * The students will wash their hands once the activity is over. * The teacher will sing the Flags Are Flying song, and invite students to sing along. | |
| **Closure** | |
| * The teacher and the students will discuss the features of the class American flag. * The students will name all of the features of the American flag, for review. | |
| **Formative Evaluation** | |
| The All About the American Flag booklet will be used for student evaluations. This booklet contains questions that have already been discussed in the introduction section.  **Homework:**  Practice the Pledge of Allegiance found on the last page of the All About the American Flag booklet. | |

|  |  |
| --- | --- |
| **Teacher:** Mary Lacen Kinkel | **School**: Cumberland Elementary School |
| **Cooperating Teacher:** Mr. Hughes | **Subject Area**: History |
| **Grade Level:** Kindergarten | **Time:** 30-45 minutes |
| **Lesson Plan #2** | |
| **Learning Goal**  The student will be able to identify United States symbols. | |
| **Virginia Standard(s) of Learning**  *Civics*  K.9 The student will recognize the American flag and the Pledge of Allegiance and knowthat the president is the leader of the United States.  **National Standard(s)**  *I.Culture*  Social studies programs should include experience that provide 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. | |
| **Objectives**  The students will be able to:   * identify the American flag, Bald Eagle, the Liberty Bell, and the Statue of Liberty. * understand that each symbol is important to our nation. * color their favorite Unite States symbol. * create a symbols picture graph as a whole group. | |
| **List of Materials:**   * Brain Pop Jr. video * United States symbols cards * Symbols books by Lloyd G. Douglas * Bulletin board paper * American flag, Bald Eagle, Liberty Bell, and the Statue of Liberty coloring pages (10 of each) * Crayons * Promethean Board | |
| **Introduction** | |
| * The teacher will review the features of the American flag to activate prior knowledge. * The teacher will explain that there are other United States symbols, other than the American flag.   (Bald Eagle, Liberty Bell and the Statue of Liberty)  The students will learn about more United States symbols in the video.   * The teacher will set expectation for watching the video. * The teacher will play the Brain Pop Jr. video to the class. * Discussion: (United States symbols cards and books)   Did we see this symbol in the video?  Thumbs up, thumbs down   * The teacher will read pieces of the symbols books by Lloyd G. Douglas to discuss importance.   Discussion will continue for each of the 4 symbols   * The students will play symbols charades for each of the four symbols. | |
| **Directions/Lesson Activity** | |
| * The teacher will have the students return to their sets. * The students will close their eyes before choosing their favorite United States symbol. * With their eyes closed, the students will raise their hands to choose their favorite United States symbol. * The teacher will distribute the United States symbols coloring pages. * The teacher will clearly go over the lesson activity instructions and expectations before the students begin working. * The teacher will use the Promethean Board to model how to color the Statue of Liberty neatly and the appropriate colors. * The students will to color their favorite United States symbol with crayon. * The students are expected to follow all instructions given. | |
| **Closure** | |
| * The teacher will call the students over to place their symbols on the graphing bulletin board paper. * The teacher and the students will discuss the class graph.   Which symbol has the most?  Why? Because it has the longest line.  Which symbol has the least?  Why? Because it have the shortest line.  How many more symbols?  Compare two symbols   * The students will form a human graph on the tile floor. One student per square. | |
| **Formative Evaluation** | |
| The students will be evaluated based on their participation and engagement in the United States symbols video, discussion, and graphing activity. | |

|  |  |
| --- | --- |
| **Teacher:** Mary Lacen Kinkel | **School**: Cumberland Elementary School |
| **Cooperating Teacher:** Mr. Hughes | **Subject Area**: History |
| **Grade Level:** Kindergarten | **Time:** 30-45 minutes |
| **Lesson Plan #3** | |
| **Learning Goal**  The student will be able to identify the American flag. | |
| **Virginia Standard(s) of Learning**  *Civics*  K.9 The students will recognize the American flag.  **National Standard(s)**  *I.Culture*  Social studies programs should include experience that provide 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. | |
| **Objectives**  The students will be able to:   * identify the American flag. * remember that the colors of the American flag are red, white, and blue. * understand that there are 50 stars on the American flag, representing the 50 states. * understand that there are 13 stripes on the American flag, representing the 3 original colonies. * understand that the American flag has white stars on a blue rectangle, and it also has red and white stripes. * understand the importance of the American flag to our nation. * create an American flag as a whole group. | |
| **List of Materials:**   * *The Flag We Love* by Pan Munoz Ryan * Prezi * Tortillas * Cream Cheese Mixture * Cut Strawberries * Cut Blueberries * Strips of String Cheese * Plates (6) * Napkins (20) | |
| **Introduction** | |
| * Activate prior knowledge:   Have you ever seen an American flag before?  Where are some places you have seen an American flag?   * The teacher will read aloud *The Flag We Love* by Lloyd G. Douglas. * What other places can you find an American flag according to the story? * The teacher will play the Prezi video with the class. * The students will say the answers to each Prezi slide as it plays. Have the students interact with the Prezi (make thinking visible).   Review:  What shape is the American flag? It is a rectangle  How many stripes are on the American flag? 13 stripes  Let’s count the stripes!  Have a student point to the stripes.  Does anyone see a pattern in the American flag? AB pattern (connection to mathematics)  Have a student point to the pattern.  Have the students say the AB pattern (both A, B, A, B and red, white, red, white).  What is the A in this pattern? Red  What is the B in this pattern? White  How many stars are on the American flag? 50 stars  Let’s count the stars!  Have a student point to the stars.  What colors are in the American flag? red, white, and blue  Have students point to red, white, and blue  Spell red, white, and blue as a class | |
| **Directions/Lesson Activity** | |
| * The teacher will clearly go over the lesson activity instructions and expectations before the students begin working. * The teacher will model how to make an edible American flag. * The teacher will distribute the edible materials. * The students are expected to follow all instructions given. * The students will create their own edible American flag step by step.   Spread the cream cheese mixture on top of you tortilla (The teacher will do this).  Place blueberry stars  Place strawberry and cheese stripes   * The students will wash their hands once the activity is over. | |
| **Closure** | |
| * The teacher and the students will name the features of the American flag, for review.   Is your flag a rectangle?  Does your flag have red and white stripes?  Is your flag an AB pattern?   * The students will eat their edible American flags after the review. | |
| **Formative Evaluation** | |
| The students will be evaluated based on their participation and engagement in making their edible American flags and review. | |

|  |  |
| --- | --- |
| **Teacher:** Mary Lacen Kinkel | **School**: Cumberland Elementary School |
| **Cooperating Teacher:** Mr. Hughes | **Subject Area**: History |
| **Grade Level:** Kindergarten | **Time:** 30-45 minutes |
| **Lesson Plan #4** | |
| **Learning Goal**  The student will be able to identify the Pledge of Allegiance. | |
| **Virginia Standard(s) of Learning**  *Civics*  K.9 The student will recognize the Pledge of Allegiance.  **National Standard(s)**  *I.Culture*  Social studies programs should include experience that provide 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. | |
| **Objectives**  The students will be able to:   * remember that the Pledge of Allegiance is the United States’ national pledge to the flag. * understand the importance of the Pledge of Allegiance to the United States. * apply through making connections to when the students have said or heard the Pledge of Allegiance and where. * evaluate/recite the Pledge of Allegiance in small groups (volunteers). | |
| **List of Materials:**   * *The Pledge of Allegiance* by Francis Bellamy * The Pledge of Allegiance booklet (20) * Stapler * Crayons * Scissors (20) * I can recite the Pledge of Allegiance stars (20) | |
| **Introduction** | |
| * Activate prior knowledge:   What do you face when saying the Pledge of Allegiance?  *The American flag*  Where do you put your right hand?  *Over your heart*  The students will stand up and say the Pledge of Allegiance.  The teacher will explain that the Pledge of Allegiance is the United States’ national pledge to the American flag.  Where have you said or heard the Pledge of Allegiance?  Have students share.  The teacher will explain that when we say the pledge, we are making a promise to be loyal to the American flag.   * The teacher will read aloud *The Pledge of Allegiance* by Francis Bellamy.   **1st Read:** The students will echo read the Pledge of Allegiance for each page after the teacher.  **2nd Read:** The teacher will explain what the Pledge of Allegiance means line by line.  *I pledge-* Is a promise.  *Allegiance*- Mean loyalty. When you are a good friend to someone you are being loyal.  (The students will turn to a friend and tell them about a time you were a good friend or loyal to someone.)  Have students share.  *To the flag*- the flag is the symbol of our country.  *Of the United States of America*  *And to the republic*- A place where people vote and make choices. Like when we vote for the President.  *For which it stands*- The flag is a symbol of this type of place.  *One nation*- All fifty states of the United States working together.  *Under God*  *Indivisible*- Our country cannot be separated of broken up.  *With liberty*- Meaning freedom.  *And justice*- Means being fair.  *For all*- For every person in the United States  **3rd Read:** The teacher and the students will chorally read the Pledge of Allegiance together. | |
| **Directions/Lesson Activity** | |
| * The teacher will model how to say the Pledge of Allegiance. * The teacher will clearly go over the lesson activity instructions and expectations before the students begin working. * The students will create, cut, and color their Pledge of Allegiance booklets with crayons. * The teacher will staple each student’s booklet. * The students are expected to follow all instructions given. | |
| **Closure** | |
| * The teacher and the students will close by saying the Pledge of Allegiance. * If time allows, each table may volunteer to say the Pledge of Allegiance, before putting their booklets into their mailboxes. | |
| **Formative Evaluation** | |
| The completion of the Pledge of Allegiance booklet in the correct order, participation during class discussion, and saying the Pledge of Allegiance will be used for student evaluations. | |

|  |  |  |
| --- | --- | --- |
| **Lesson Plan #5**  Name: Lacen Kinkel | Date: November 12, 2013 | |
| Classroom Location/Teacher: Cumberland County-Kindergarten/  Mr. Hughes  *My Teacher for President* by Kay Winter  ***Classroom Leaders/Presidents will be used throughout this lesson.*** | Topic/Subject: Shared Reading Lesson | |
| **Curriculum Standards**  *SOL(s):*  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.  **K.2** The student will expand understanding and use of word meanings.  a) Increase listening and speaking vocabularies.  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.5** The student will understand how print is organized and read.  a) Hold print materials in the correct position.  b) Identify the front cover, back cover, and title page of a book.  c) Distinguish between print and pictures.  **K.6** The student will demonstrate an understanding that print conveys meaning.  b) Explain that printed materials provide information.  **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.9** The student will demonstrate comprehension of fictional texts.  a) Identify what an author does and what an illustrator does.  b) Relate previous experiences to what is read.  c) Use pictures to make predictions.  d) Begin to ask and answer questions about what is read.  e) Use story language in discussions and retellings.  f) Retell familiar stories, using beginning, middle, and end.  g) Discuss characters, setting, and events.  *Essential Question(s):*  Will the students develop comprehension strategies (questioning and prediction) through the use of fictional texts?  Will the students actively participate in partner sharing and in whole class discussion?  Will the students expand their understanding and use of word meanings (oral and listening vocabulary)? | |
| **Lesson Objectives:** *A statement or statements of what the students will be able to do as a result of the lesson. Need to be observable and measurable.(ABCD format)*  The students will be able to identify all four vocabulary wow words from the text with 90% accuracy.  The students will be able to develop at least four statements for each section of the K and L sections of the chart with 100% accuracy.  The students will be able to develop at least four questions for the W section of the chart with 100% accuracy.  The students will be able to work in partners to discuss what they K,W,L with 100% accuracy.  The students will be able to remember the definitions for all four vocabulary wow words from the text with 100% accuracy.  The students will be able to answer comprehension questions about the story with 90% accuracy.  The students will be able to use picture clues to figure out what is happening throughout the story with 90% accuracy. | |
| **Assessment of Objectives:** *Describe how you will collect evidence that individual students have indeed met the lesson objective(s). These need to be tied to the degree or criteria from your objectives.*  Evidence to display student understanding will be collected through formative assessments before, during, and after reading *My Teacher for President* by Kay Winters. The students will be expected to know concepts of print regarding book position, title, author, and illustrator. After the introduction of the four vocabulary wow words, the students will be expected to repeat each word back to the teacher through echo response. Students will be asked to use their prior knowledge and past experiences in connection with the meaning of the four wow words provided by the teacher. The students will be asked to use picture clue to figure out what is happening throughout the story. The students will also use questioning to ask what they want to know about the president. By the end of the story, students will review the questions made to determine whether or not these questions were answered within the story.  Using the thumbs up and thumbs down, I will be able to check for student understanding of vocabulary and comprehension of the story.  Using unison response, I will be able to check for general student understanding of known material.  Using a K,W,L chart, I will be able to record students responses about what they know, what they want to know questions, and what they have learned.  Students will share these questions with a partner. | |
| **BEFORE (Content, Viewing or Listening):**  ***Teacher:*** *Focusing attention, laying the groundwork, creating interest, sparking curiosity, students understand the purpose “the why” (set a purpose, explicit explanation of expectations, modeling)*  ***Student:*** *Strategies to obtain prior knowledge, similarities, connections, analogies, think about thinking “metacognition” (discussing, organizing, writing, vocabulary)*  Explicit Expectations: (Smarties Management System)   * The lesson will begin by stating behavioral and instructional expectations while we read.   (Sitting Indian style, keeping our bodies to ourselves, turning on listening ears, and raising your hand  to ask a question, etc.)   * A piece of the Smarties pack will be given when behavioral and/or instructional expectations are met.   Introduction of the President:   * “Does anyone know who this is a picture of?” Hold up picture of Barack Obama * Explain that the president of the United States is the leader of our country. * Explain that there are many types of leaders. “Who would be the leader of this classroom?” * Explain that the teacher is the leader of the classroom. * “Can you think of any other leaders?” Have students share. * Fill in the K section of the K,W,L chart. “What do we know about the President?”   Questioning:   * Explain that the middle section is things that we want to know about the president. * “We ask these things by asking questions that start with who? what? where? when? why? or how?”   Have students chorally repeat. “Can you think of something you would like to know about the  presidents beginning with one of these words?”   * Fill in the W section of the K,W,L chart with questions. * Explain that at the end of the story we will check to see if our questions have been answer. “When we   are reading, our questions are not always answered and that’s okay.”  Target Vocabulary: Wow words  “Before we read the story we first we must learn our four wow words to help us with the story.” Introduce the four vocabulary wow words. “Our first word is election, what is our first word?” The students will repeat the word, echoing after the teacher. “Does anyone have any idea what this word might mean?”. “If you think you know  what this word means give me a thumbs up”. Choose a few students to share what they think. Lift up flap to  reveal the student friendly definition. “This word means to vote for someone or something”. “Turn to your  partner and tell them who or what you might vote for in an election”. Have a few students share their thinking. Hopefully students will make a connection to the president. Praise the students if they respond correctly.  Introduce the second wow word, emergency, “what is our second word?”. The students will repeat the word, echoing after the teacher. “Does anyone have any idea what this word might mean?”. “If you think you know what this word means give me a thumbs up”. Choose a few students to share what they think. Lift up flap to reveal  the student friendly definition. “This word means the need for help right away”. Give my own example, using emergency. “When I was your age I broke my arm jumping on a trampoline. This was an emergency. I needed help right away”. Continue to use this same introduction strategy for each of the wow words. Introduce the third  wow word, media. The students will repeat the word, echoing after the teacher. “Does anyone have any idea  what this word might mean?”. “If you think you know what this word means give me a thumbs up”. Choose a  few students to share what they think. Lift up flap to reveal the student friendly definition. “This word means  the television, radios, or internet”. “Raise your hand if you have ever used any type of media”. “What media  have you used?” Choose a few students to share their experiences. Introduce final word, peace. “Our fourth  word is peace, what is our fourth word?” The students will repeat the word, echoing after the teacher. “Does  anyone have any idea what this word might mean?”. “If you think you know what this word means give me a thumbs up”. Choose a few students to share what they think. Lift up flap to reveal the student friendly  definition. “This word means to be calm”. Have students breathe in and out. “Does that make you feel calm?”. “When you are calm, you are also peaceful. Echo read each vocabulary wow word one more time.  Vocabulary Ratings:  **Election**- vote for someone or something  **Emergency**- the need for help right away  **Media**-the television, radio, or internet  **Peace**- being calm  Book Walk:  Introduction of the book, *My Teacher for President.* I will to point to the author of the story. I will then read,  “Kay Winters”. I will ask the class, “she is the author because?” They will say, “because she wrote the story”.  I will point to the illustrator of the story. I will then read, “Denise Brunkus”. I will ask them, “she is the  illustrator because?” They will say, “because she drew the pictures”. Begin book walk, “Before we read the  story we need to make some predictions or guesses as to what is happening in the story.” Flip through the  story stopping at every few pages so that the students can make predictions. This sentence says “I saw on TV  that elections are coming.”. Identify the wow word, election. “What do you think is being voted on in this  election? “. Look at this picture, “What emergency is taking placeon this page?”. This sentence says “My  teacher acts quickly when there is an emergency.” Ask the students, “What was our definition for emergency again?” “Thumbs up if you think the teacher helped the students right away?”. Look at this picture, “What is  the teacher doing on this page?” “Which one of our vocabulary wow words do you think is on this page?”  “What type of media is she using?” “How do we know that?”. “Uh oh, the children on this page do not look  happy do they?” “Give me a thumbs up if you think the children are made or upset.” This sentence says, “She believes in peace.” “Is peace one of our wow vocabulary words?” “What was our definition for peace again?”  “Give me a thumbs up if you think the teacher wants the children to be calm.”  After the predictions are made and the book walk is complete, review the four vocabulary wow words:  election, emergency, media, and peace. Tell students, “Throughout the story, if you hear one of our four wow words, say wow!”  “This is will let me know when you have heard one of our wow words.” Begin reading *My Teacher for*  *President*. | |
| **DURING (Content, Viewing or Listening):** *Strategies for active engagement with new content, what are students doing while reading, viewing, or listening? (set a purpose, modeling, discussing, organizing, writing, vocabulary)*  Tell students, “Throughout the story, if you hear one of our four wow words, say wow!” “This is will let me know when you have heard one of our wow word.” Begin reading *My Teacher for President* aloud to students. The first wow word, election, is located on the first page of the story. The students will say “wow!”. “Why did you just say wow?”, the students will have heard a wow word. “What wow word did you hear?” “What does it mean?” “Can you tell me again what is being voted on in this election?” “That’s right! You found our first wow word!” Praise the students for identifying the wow word. This is a good opportunity to remind students to look for and pay attention to vocabulary wow words. I will use this type of strategy for all four vocabulary wow words. “Let’s continue reading.” Our second wow word is emergency. When the word emergency is read, the students will say “wow!”. I will then reread the sentence replacing the wow word with the student friendly definition. Continue reading. Stop to see if any of our questions have been answered. Put a check by the questions that have been answered. “Are there anymore question you would like to know?” Add more questions to the W section of the chart. “Let’s continue reading.” Our third wow word is media. When the word media is read, the students will say “wow!”. “Did you see hear another one of our wow words?” “What word did you hear?”. I will then reread the sentence replacing the wow word with the student friendly definition. Continue reading. The fourth wow word is peace. When the word peace is read, the students will say “wow!”. “What word did you hear?” “Who remembers what we did when we learned the definition for peace?” Breathe in and out. “That’s right!” What are we doing with we breathe in and out.” “Trying to calm down right”. I will then reread the sentence replacing the wow word with the student friendly definition. Continue reading until the end of the story. | |
| **AFTER (Content, Viewing or Listening):** *How will students apply new knowledge? How will students check their understanding? How will students be prompted to reflect on what they have learned? How will students be prompted to reflect on how they learned it?*  After the story is finished, fill in the L section of the K,W,L chart with what the students have learned.  Review the questions ask in the W sections of the K,W,L chart to see if the students questions were answered  by reading the story, *My Teacher for President*. Put a check by each question that was answered. Ask the  students, “When we are reading, is it okay that our questions are not always answered?” In order to wrap up  the during stage, the teacher will ask the students “Do you think the teacher in the story would be a good  president?” Thumbs up or Thumbs down and “why do you think that?” to show that they students  comprehend that ending. Review the four vocabulary wow words for the last time. “Let’s go over our wow  words one more time!” The teacher will say the wow word and have the student echo the word back to them  and then say the definition. I will then lift the flap to see if the students were correct.  Praise students for effectively learning their four vocabulary wow words. | |
| ***Rationale:*** *Why teach this lesson in this way? Why give these objectives, are these the BEST strategies to choose and use? Explain why this sequence of activities leads to cultivating the behaviors or performing the skills or displaying the knowledge called for by the objectives.*  I believe this lesson is extremely interactive and will engage the students. There are multiple opportunities for students to respond in unison and also individually. They will be able to give thumbs up or thumbs down, and share with a partner in order to answer various questions and make student thinking visible. Students will also respond to prompted questions in unison and individually. Thumbs up or thumbs down is a wonderful strategy to utilize so that the teacher can have a general understanding of what the students comprehend. | |

|  |  |
| --- | --- |
| **Teacher:** Mary Lacen Kinkel | **School**: Cumberland Elementary School |
| **Cooperating Teacher:** Mr. Hughes | **Subject Area**: History |
| **Grade Level:** Kindergarten | **Time:** 30-45 minutes |
| **Lesson Plan #6** | |
| **Learning Goal**  The student will be able to understand that the leader of the United States is the president. | |
| **Virginia Standard(s) of Learning**  *Civics*  K.9 The student will recognize that the president is the leader of the United States.  **National Standard(s)**  *I.Culture*  Social studies programs should include experience that provide 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. | |
| **Objectives**  The students will be able to:   * remember that the president is the leader of the United States. * understand that the presidents is the leader of the United States. * apply through acting in various leadership roles. | |
| **List of Materials:**   * *I Can Be President, Too!* By Yanitzia Canetti * I Can Be President, Too! face template (20) * Cotton balls * Crayons * Glue * Pencils (20) * Promethean Board * Picture of George Washington | |
| **Introduction** | |
| ***Classroom Leaders/Presidents will be used throughout this lesson.***   * Activate prior knowledge:   Who is the president of the United States?  *Barack Obama*  What is the president to the United States?  *The leader*  What did we learn about the president yesterday?  (During the shared reading lesson)  What do you think the president is like?  How do you think a president should act? Why do you think that?  What kind of decisions do you think the president makes?  Can children choose the president? Thumbs up thumbs down  But, can children be leaders?   * The teacher will read aloud *I Can Be President, Too!* by Yanitzia Canetti.   The students will interact with the text.  For each child candidate in the story:  Why does he or she think he or she would be a good president?  Thumbs up or thumbs down if you think he or she would be a good president. | |
| **Directions/Lesson Activity** | |
| * The teacher will clearly go over the lesson activity instructions and expectations before the students begin working. * The teacher will model own face template (coloring with crayons and completing the sentence) using the Promethean Board.   *Example sentence: I am responsible.*   * Explain to the students that they should try to write a sentence other than the one the teacher wrote. * The teacher will briefly introduce President George Washington.   Does anyone know who this man is? (Using the picture of George Washington)  *George Washington*  What number president was he?  *The first*  The students will use the cotton balls to make George Washington’s hair on their face templates.   * The teacher will distribute the I Can Be President, Too! face templates. * The students are expected to follow all instructions given. * The students will create themselves as president.   Color the face with crayons.  (Raise their hands when they have finished coloring. The teacher will put glue on each student’s paper.)  Glue cotton balls on for hair.  Glue on the construction paper hat.   * The students will write at least one sentence about why they would be a good president. | |
| **Closure** | |
| * The teacher and the students will discuss and review characteristics of a president. * The students will share their president templates and sentence(s) with their table. * The students will share their president templates and sentence(s) with the class (volunteers). | |
| **Formative Evaluation** | |
| The students will be evaluated based on their participation and engagement in making themselves as presidents or leaders, including at least one sentence. | |

|  |  |
| --- | --- |
| **Teacher:** Mary Lacen Kinkel | **School**: Cumberland Elementary School |
| **Cooperating Teacher:** Mr. Hughes | **Subject Area**: History |
| **Grade Level:** Kindergarten | **Time:** 60 minutes |
| **Lesson Plan #7** | |
| **Learning Goal**  The student will be able to identify the American flag, the Pledge of Allegiance, and the president of the United States. | |
| **Virginia Standard(s) of Learning**  *Civics*  K.9 The student will recognize the American flag and the Pledge of Allegiance and knowthat the president is the leader of the United States.  **National Standard(s)**  *I.Culture*  Social studies programs should include experience that provide 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. | |
| **Objectives**  The students will be able to:   * identify the American flag. * remember that the colors of the American flag are red, white, and blue. * understand that there are 50 stars on the American flag, representing the 50 states. * understand that there are 13 stripes on the American flag, representing the 3 original colonies. * understand that the American flag has white stars on a blue rectangle, and it also has red and white stripes. * understand the importance of the American flag to our nation. * remember that the Pledge of Allegiance is the United States’ national pledge to the flag. * understand the importance of the Pledge of Allegiance to the United States. * apply through making connections to when the students have said or heard the Pledge of Allegiance and where. * evaluate/recite the Pledge of Allegiance in small groups (volunteers). * evaluate/recite the Pledge of Allegiance independently. * remember that the president is the leader of the United States. * understand that the presidents is the leader of the United States. * apply through acting in various leadership roles. | |
| **List of Materials: (Review-Stations)**   * *Patriotism* by Lucia Raatman * Timer * **Station #1:**The Pledge of Allegiance/Coloring the American Flag with Ms. Kinkel * **Station #2:**United States Symbols (cut and glue)/United States Symbols Syllables * **Station #3:**Brain Pop Jr. Matching Activity * **Station #4:**Book Basket Reading Station: by Lloyd G. Douglas/Draw and write sentences about their favorite United States symbol   *The American Flag*  *The White House*  *The Statue of Liberty*  *The Liberty Bell*  *The Bald Eagle*  *The Pledge of Allegiance* | |
| **Introduction** | |
| ***Classroom Leaders/Presidents will be used throughout this lesson.***   * The teacher and the students will review the American flag, the Pledge of Allegiance, and the president. * The teacher will read aloud *Patriotism* by Lucia Raatman. | |
| **Directions/Lesson Activity** | |
| * The teacher will clearly go over the lesson activity instructions and expectations before the students begin working. * The teacher will assign students to the four different stations stations. * Stations:   **Station #1:**The Pledge of Allegiance/Coloring the American Flag with Ms. Kinkel  **Station #2:**United States Symbols (cut and glue)/United States Symbols Syllables  **Station #3:**Brain Pop Jr. Matching Activity  **Station #4:**Book Basket Reading Center: by Lloyd G. Douglas/Draw and write sentences about their favorite United States symbol  *The American Flag*  *The White House*  *The Statue of Liberty*  *The Liberty Bell*  *The Bald Eagle*  *The Pledge of Allegiance*   * The students will rotate from station to station every 15 minutes. * The students are expected to follow all instructions given. | |
| **Closure** | |
| * Completed station work will be corrected and put in students’ mailboxes. | |
| **Evaluation** | |
| The students will be evaluated based on their participation and engagement in all station activities. | |

***Data Tables***

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Assessment** | **Results (# of students)** | **Post-Assessment** | **Results**  **(# of students)** |
| 20% | 1 | 20% | 0 |
| 30% | 0 | 30% | 0 |
| 40% | 1 | 40% | 0 |
| 50% | 4 | 50% | 0 |
| 60% | 5 | 60% | 1 |
| 70% | 3 | 70% | 2 |
| 80% | 3 | 80% | 2 |
| 90% | 0 | 90% | 3 |
| 100% | 2 | 100% | 11 |

Table #1

Table #2

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

Table #3

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

Table #4

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

Table #5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goals** | **Pre-Assessment** | **Results (# of students who missed)** | **Post-Assessment** | **Results (# of students who missed)** |
| Goal 3 | 1 | 1 | 1 | 0 |
| Goal 1 | 2 | 1 | 2 | 1 |
| Goal 2 | 3 | 1 | 3 | 0 |
| Goal 3 | 4 | 8 | 4 | 2 |
| Goal 2 | 5 | 1 | 5 | 1 |
| Goal 1 | 6 | 1 | 6 | 2 |
| Goal 2 | 7 | 13 | 7 | 1 |
| Goal 1 | 8 | 15 | 8 | 4 |

Table #6

***Summation of Data Tables***

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

**Data Table #1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Assessment** | **Results (# of students)** | **Post-Assessment** | **Results**  **(# of students)** |
| 20% | 1 | 20% | 0 |
| 30% | 0 | 30% | 0 |
| 40% | 1 | 40% | 0 |
| 50% | 4 | 50% | 0 |
| 60% | 5 | 60% | 1 |
| 70% | 3 | 70% | 2 |
| 80% | 3 | 80% | 2 |
| 90% | 0 | 90% | 3 |
| 100% | 2 | 100% | 11 |

Table #1

Data table #1 compares the pre-assessment and post-assessment data scores for the entire class. 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 a 100%. The overall class average for the pre-assessment was a 63.7%. After two weeks of instruction, the class average for the post-assessment was a 91%. For the post assessment, the lowest score attained was a 60%, and the highest score attained was a 100%. The class average growth increased by 27.3% by the end of the two week unit.

**Data Table #2 and Data Table #3**

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

Table #3

Data tables #2 and #3 compare the pre-assessment and post-assessment data scores for each individual student. In data table #3, the pre-assessment scores column ranges from the lowest score (20%) attained at the top to the highest score (100%) attained at the bottom. This graph clearly provides the growth of each individual student over a two week period. Data table #2 displays the same information as data table #3 in a bar graph format.

**Data Table #4**

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

Table #4

Data table #4 displays which specific questions were missed by each individual student during the pre-assessment. All missed questions are represented by an x. The eight pre-assessment questions are labeled with the learning goal it directly relates to, in order to provide information regarding each content area of the unit. Collectively, the class missed a total of 41 questions on the pre-assessment.

**Data Table #5**

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

Table #5

Data table #5 displays which specific questions were missed by each individual student during the post-assessment. All missed questions are represented by an x. The eight post-assessment questions are labeled with the learning goal it directly relates to, in order to provide information regarding each content area of the unit. Collectively, the class missed a total of 12 questions on the post-assessment, a difference of 29 questions in comparison to the pre-assessment.

**Date Table #6**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goals** | **Pre-Assessment Questions** | **Results (# of students who missed)** | **Post-Assessment**  **Questions** | **Results (# of students who missed)** |
| Goal 3 | #1 | 1 | #1 | 0 |
| Goal 1 | #2 | 1 | #2 | 1 |
| Goal 2 | #3 | 1 | #3 | 0 |
| Goal 3 | #4 | 8 | #4 | 3 |
| Goal 2 | #5 | 1 | #5 | 1 |
| Goal 1 | #6 | 1 | #6 | 2 |
| Goal 2 | #7 | 13 | #7 | 1 |
| Goal 1 | #8 | 15 | #8 | 4 |

Table #6

Data table #6 compares the questions missed on the pre-assessment and post-assessment for the entire class. This set of data displays the number of students who missed a particular question and the goal it directly relates to. For the pre-assessment, the number of questions missed was 41. For the post-assessment, the number of questions missed was 12. The number of questions missed decreased by 29 questions by the end of the two week unit.

***Reflection***

As a whole, I was tremendously pleased with the results of my two week unit on the United States Symbols. My Kindergarten students seemed to be very engaged and intrigued by the overall unit. For the most part, they were involved in all aspects of the unit and followed the directions given. Motivation to behave and participate appropriately was a result of daily practice of expectations. The students did an excellent job of answering questions, asking questions, completing lesson activities, and working with their peers. I was completely amazed by their ability to successfully interact with the mentor texts used and the topics that were discussed. The students were able to use their prior knowledge of the American flag, the Pledge of Allegiance, and the president in order to make connections. I was afraid that the some of the content discussed in the unit may have been too difficult for the students. I was pleasantly surprised that these students were able to understand and discuss the various topics. Throughout the unit, every single student responded both individually and in unison while participating in a whole group setting. They were cooperative while answering questions, asking questions, completing lesson activities, and working in small groups during stations. Without their cooperation and participation, my two week unit would not have been as successful or as rewarding as it was. The students’ excitement to learn about the United States Symbols was a remarkable site to witness.

There were several aspects of my unit that I thought went rather well. I believe I did a good job of explicitly stating the behavioral and academic expectations for the students. I made sure to provide the students with explicit instructions and to give several reminders throughout each lesson. Each day, I was able to accomplish everything I had intended to within my allotted time frame. I was able to provide the students with appropriate scaffolding throughout the two week unit. By the end of the second week, the students were placed into stations where they could complete each assignment independently. During whole group, I was able to provide students with positive praise and immediate feedback regarding the activities. I was able to tap into the students’ prior knowledge about the American flag, the Pledge of Allegiance, and the president to motivate the students and prompt authentic responses. This technique was utilized to make students thinking visible. I also believe I did a good job at checking for student understanding. I would often used thumbs up or thumbs down to check for understanding throughout each lesson. It was important for me to know and monitor the students’ understanding, to ensure that no child was falling behind. Lastly, I was extremely pleased with the overall growth of the class. The class average for the pre-assessment was a 63.7%. After the two week unit was complete, the class average for the post-assessment was a 91%. The class average growth increased by an outstanding 27.3%. I could not have been more pleased with the improvement my students had made.

If I were given the opportunity to teach this two week unit again, there are certain aspects I would have done differently. I wish that I would have had more than two weeks to teach about the American flag, the Pledge of Allegiance, and the president. I feel as if certain parts of my unit were very rushed, due to the fear of running out of time. With a two week time frame, I was only able to spend about two days on each topic. Also, I would take questions numbers four, five, and six into consideration on my pre and post assessments. The students were asked to use crayons to color the correct American symbols. After reviewing the American flag, Bald Eagle, the Liberty Bell, and the Statue of Liberty, the students mistook the parrot in this section for the Bald Eagle. For the post-assessment, I chose to omit the parrot if it was colored. I wish I would have been able to catch this potential misconception earlier, so I could have chosen another picture for the post-assessment. Overall, I believe that I provided my Kindergarten students with effective and engaging unit.

Through this experience, I learned so much about not only my Kindergarten students, but also myself. These children truly impacted my teaching abilities. I was able to connect with their interests and needs through simply having open discussions as a whole group. I constructed my lesson plans based on my post assessment and my observations of how the class learned best. These students enjoy participating in hands on activities that require authentic learning and collaboration with others. They were most engaged while creating the class flag, US symbols graph, and the edible flag. These students work best in a safe environment where they are willing to take risks and share their opinions. At first I was a complete stranger in their classroom community. To these students, that did not seem to matter. Since the very beginning they welcomed me with open arms and viewed me as their other teacher. They made me feel remarkably comfortable and I was never nervous about discussing the various topics with them. My students’ excitement and motivation to learn has significantly inspired me to effectively teach to the best of my ability.

***Resources***