

Running head: SYNTHESIS PAPER

Synthesis Paper

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Throughout this course, I have learned many different strategies for implementing curriculum, instruction, and assessment in classrooms. Each of the strategies I have learned falls into one of nine themes that have been outlined in this class. This paper will summarize how I will use each of these themes to guide my teaching in my future classrooms. It will also provide specific examples of documents or plans that I will implement which have been created from the inspiration of these themes.

The first of the ten themes is, *The Effective Teacher*. This topic focuses on ways that teachers can be sure to make their teaching effective and successful in the classroom. The next theme is, *Understanding Your Students*. This theme is centered on getting to know each individual student and catering to them through differentiation. It also talks about being aware of bias and how to avoid acting upon it. The third theme is, *Goals, Standards, and Objectives*. This theme outlines how to use the goals of the curriculum along with the state standards to create applicable and successful objectives for students in the classroom. The fourth theme entitled, *Unit and Lesson Planning*, focuses on how to write effective lesson plans. Furthermore, it emphasizes how to create interdisciplinary unit and lesson plans that connect subjects together and are more relatable for students. The fifth theme, *Technology Integration in Instruction*, goes over how to incorporate students' use of technology in the classroom in order to enhance learning and exploration. The sixth theme, *Questioning Strategies*, talks about how to ask good questions to promote higher thinking and learning in the classroom. The seventh and eighth themes go over strategies for both direct and indirect instruction respectively. Finally, the last

theme centers on the different ways to assess students and strategies that are used. All of these themes will be addressed in this paper along with supporting examples.

### **The Effective Teacher**

Studies have proven that the biggest factor in the student success rate is the teacher. Thus, teachers have immense responsibility (See Appendix A for a reflection on why I want to teach and how I will take on this responsibility). Furthermore, studies show that the teacher-student relationship is the most important aspect of learning. I will strive everyday to maintain great relationships with each of my students. Moreover, I will do my best to be organized and prepared and show up to class early enough to get everything ready for the day and be able to greet my students at the door. I will be clear with my expectations and will ask for student feedback often. I will vary my instructional tactics so as to encourage student engagement. I will find creative ways for the students to have fun while learning. I will also make sure to spend ample time on each topic so that all of my students have the opportunity to grasp the concepts being taught before moving on.

### **Understanding Your Students**

Before any true learning can occur, relationships need to be established. Once a child trusts his teacher, he will be much more willing and able to learn. I firmly believe that it is exceedingly important for every child to be seen and recognized for the unique person they are. I want to make every effort possible to help my students feel loved, appreciated, and respected as incredibly important individuals. I will spend much of the first few weeks in the classroom getting to know my students. I will strive to learn their likes and dislikes, their hobbies, and all about their families (See Appendix B for a beginning of the year project that will help me to get

to know my students). I will also do my best to establish and maintain good relationships with the parents of my students. I believe that by beginning to understand my students, I will be able to help them discover their innate love of learning and exploration. Furthermore, observing how each of my students learn will help me to guide them in learning strategies to help them learn the way they learn best. I will do my best to differentiate my teaching and scaffold to each child as needed (See Appendix B for an example of a lesson that could be differentiated for different students). In addition, it is extremely important that I become more self-aware. By reflecting on and embracing my own identity, I will come to better know any previous biases I may have. These biases could potentially hurt my futures students. I will do my best to become more aware of them so that I can learn other perspectives and see each student in a positive light (See Appendix B for a self-reflection on my primary discourses and how these could be potentially difficult in the classroom).

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

As a future educator, it will be imperative that I establish appropriate and direct objectives in order to guide my students on the path of success. I will carefully analyze the curriculum that is given me in order to assess what the goals are for my students each year. Using the goals I find along with the state standards or common core standards, I will be able to write effective objectives for my students. Although some flexibility and spontaneity is good within a classroom, it is always the best policy to have a plan that aligns to the state and common core standards and the school's requirements. These standards and requirements are created for a reason and have been put into place to help students learn and achieve success (See Appendix C for more information on common core and how it benefits students).

### **Unit and Lesson Planning**

As previously discussed, having a plan is extremely important. This means not only having an overarching plan for the year, but also dedicating time to planning thoughtfully designed unit and lesson plans throughout the year. I will dedicate many weeks before the start of the school year to preparing lessons and unit plans for my class. Furthermore, as an elementary school teacher, I believe that students can benefit a lot from interdisciplinary lesson and unit plans (See Appendix D for an interdisciplinary unit plan). All children have different preferred subjects. If I make an effort to really connect subjects and find common themes for units, I believe that more of my students will be engaged and will be able to relate to their learning. I will also integrate art into many of my lessons and units. Art integration has been proven to increase student engagement and success. Art can reach the students that other subjects can't. Moreover, studies show that students learn through hands on and visual strategies from early childhood all the way through high school. I will use all of my integration knowledge to create well-rounded and engaging lesson and unit plans for my students.

### **Technology Integration**

In the past few decades, technology has truly taken over a large part of our world. Many of the students that I will teach will end up with future careers that do not even currently exist. Because of this, it is important that I prepare my students to use and manipulate technology. In addition, I will help my students to develop creativity and innovation with technology by allowing them to explore new websites, programs, and applications. Technology integration does not refer to a teacher's use of technology. Instead, it refers to the students' use of technology. I will do my best to incorporate technology in my classroom by writing technology based lesson

plans and finding websites and programs from my students to explore (See Appendix E for an example of a technology based lesson plan).

### **Questioning Strategies**

Asking questions is very important in the classroom. However, often times teachers do not ask well-developed or thought-provoking questions. This theme focuses on the purposes of questions and how to write questions at different levels of cognitive complexity. Questioning is meant to get interest and attention, check and diagnose, recall information or facts, manage, encourage higher level thinking, structure and redirect learning, and allow expression of affect. I will make every effort to carefully think of questions to ask that hit all of the levels of cognitive complexity in Bloom's taxonomy. I will also allow ample time for students to think about my questions and will give them the chance to share their thoughts with other students in the class in pairs and in small groups (See Appendix F for an example of questions that target the purposes of questions as well as a fourth grade reading standard).

### **Teaching Strategies for Direct Instruction**

Direct instruction is teacher centered. Many traditional teachers use direct instruction to teach their students. Oftentimes, direct instruction involves a lot of lectures, powerpoints, and note-taking. It is highly structured and organized. Although too much direct instruction is not the best for students, some direct instruction is usually necessary and beneficial. I know that I will be using some direct instruction in my classes (See Appendix G for an example of a direct instruction lesson plan). When I do, I will make sure to also add some other, student centered activities so that the two methods of instruction are more balanced in my classroom. Furthermore, I will make it a point to ask thoughtful questions to help my students stay engaged.

I will also make sure to get feedback from my students so that I know they are following along with my teaching. For example, if some of them need me to slow down, I will make sure to slow down. I will also do my best to always have engaging visuals for my students to look at. This will help them with understanding and engagement.

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

Indirect instruction is student centered. With indirect instruction, the teacher acts more as a guide and facilitator rather than as an instructor. Indirect instruction is becoming more and more popular. I will definitely be using a lot of indirect instruction in my classroom. I believe that each student has enormous potential and can achieve great things when they are allowed creative freedom and have someone to guide and help them pursue their passions. I want to use plenty of problem and project based learning in my classroom. I want my students to guide the curriculum and not the other way around. I will allow ample time for self-reflection and student collaboration. I will encourage exploration and discovery. I will write lesson plans with indirect instruction and use them to incorporate technology (See Appendix H for an example of an indirect instruction lesson plan).

### **Assessing Learners**

The last topic that was explored was assessments. Today's school system is incredibly focused on assessing students and standardized testing. Many teachers even end up simply teaching for the tests. Unfortunately, giving students so many tests can be very difficult for many learners. Furthermore, it can easily drive students away from the joy and love of learning. However, some testing is necessary and educators do not always have control over how their students are assessed. For the times that I do have control, I will make every effort to give my

students choices about their assessments. Because each child is different and learns in different ways, each one will have different levels of success with different types of assessments. Instead of always handing out a test, I will offer my students other ways to express their learning such as presentations, writing, skits, and other types of assessment. I believe that performance assessments are an incredibly powerful tool and I plan on frequently utilizing them in my futures classrooms (See Appendix I for an example of a performance assessment along with a corresponding lesson plan and rubric). I will assess students through the various usages of the visual and performing arts. This gets students up and moving and allows them to really utilize their creativity and imaginations.

### **Conclusion**

Together, these nine themes demonstrate how to effectively incorporate curriculum, instruction, and assessment into a classroom. I believe that all of these themes can have an amazing impact on students if incorporated correctly. The first step is getting to know oneself and getting to know one's students. From there, these themes can be implemented successfully. I foresee my future classroom as a comfortable place of discovery and learning. I will have learning centers set up in my classroom. I plan on having a garden unit at the beginning of each school year where the students can design and plant their own class garden. I will have a cozy reading section with a couch where students can relax, read, and have a more private space for independent work. I will have a listening center where students can listen to audiobooks while they follow along with print copies. I will have a building center with building supplies and projects for students to experiment with. I will also have an art center with arts supplies where students can go doing freechoice time. I will use flexible seating. Each of my students will have



a cubby where they can put all of their possessions. There will be different types of tables and seating and the students will be able to work wherever they work best. I will keep clutter on the walls to a minimum. I will try to use as much natural lighting as possible and will put blue cloth over any overhead lights for a more calming effect. In addition, I will bring in lamps and softer lighting.

After creating an environment in which learning can occur, I will be able to put these nine themes to good use in my classroom. I plan on creating a very learner-centered classroom where my students are free to explore their passions and discover a love of learning. I will strive to strike a balance between hitting all standards and objectives and allowing students creative liberty to explore new ideas. I will help my students investigate the world of technology while also encouraging reading, art, and creativity. I will strive to give my students the best education possible. Most of all, I will remember that I will always make mistakes, but a teacher's greatest weapon is the power of perseverance, learning new things, and moving forward.

## Appendix A

### Reflection Paper

What inspires motivation? Some might say that motivation comes from having goals or objectives. Others might say that motivation comes from inside each person. I believe that motivation is evoked in many ways. One of the most beautiful ways that I have discovered is the motivation that is found through the love and example of someone who is striving to love God and those around them. These are the people who we look up to and desire to imitate. I was blessed to experience the love and gentle teaching of a family friend named Jennifer Bartley. Her example has inspired and motivated me to one day become an excellent teacher and to do my best to love those around me.

Growing up, I called Jennifer, 'Aunt Jen'. She has been a friend of my parents for over 25 years. Aunt Jen has a beautiful family which consists of her, her husband, their daughter, and their three sons. I always felt exceedingly comfortable and at home when I went over to her house. She has a gift of hospitality that is overwhelmingly beautiful. I remember being treated as though I were another one of her kids. She always asked me about my life and took special interest in me. As I moved into seventh grade, I began preparing for my confirmation. Although I carefully considered a few options for my confirmation sponsor, asking Aunt Jen to fill the role was the obvious and best choice. Jennifer took a lot of time out of her busy life to go through my confirmation preparation books with me. She asked me about my prayer life and helped me better understand how to have a good relationship with God. She affirmed me and encouraged me on my journey to confirmation.

My sophomore year of high school, Aunt Jen became the youth minister at my parish. For the next three years, she held a new role in my life. As my youth minister, Jennifer continued to teach me and others about the Catholic faith. She shared her experiences and her story with us. I got to know her more and more as a young adult.

Jennifer still plays a big part in my life. When I am struggling with life, she is always there to go out for coffee and chat. She is so incredibly intentional in getting to know the youth of the parish and supporting them in their faith journeys. Furthermore, she is an amazing mom who has great relationships with her children along with her husband. I now clearly see the countless ways in which she has touched so many people and been the voice and presence of Christ to others.

I hope one day to be as intentional, authentic, loving, caring, compassionate, and vulnerable as Jennifer is. I admire her courage, perseverance, and strength. I want to bring all of these virtues into my teaching. Jennifer's example has inspired me to want to love youth and share my own experiences with them through education. As a teacher I will have a huge influence on my students. Although this is an immense responsibility, I trust that God will lead me in the profession to which he has guided me. I want to love my students. I want to create a safe and warm environment in which children will be free to explore their interests and pursue their passions. I want to spread Christ's love in schools and in communities. Education can significantly change people's lives. I want to empower my students to be themselves. I want to instill a love of learning in the hearts of my students so that one day they might understand the importance of searching for the truth.

Education has the power to change the world. What greater honor could there be than to instruct the hearts and minds of the world's future generations? Teaching is more than a profession, it is a vocation and a privilege. It will require much hard work, dedication, and resilience. However, with the grace of God, I know that I can be a great teacher. I hope to bring the virtues that I have been shown by Jennifer Bartley into my teaching, my life, my family, and my community.

## **Appendix B**

### All About Me

During the first couple weeks of school, students will design an “All About Me” project. This project is intended to encourage creative liberty amongst students. Furthermore, it helps the students and the teacher to get to know one another. This project will be very flexible and open-ended. The students will be instructed to create something that describes themselves. The students will receive a list of example ideas; however, the students will be free to create anything they would like. They will be required to choose at least 4 questions from the suggested questions list. They will have to represent the answers to those 4 questions within their project. They will also be free to add anything else they would like to that describes themselves. After the students finish their projects, there will be a presentation day. Half the class will set up their projects around the room and the other half will walk around the room and look at them. The next day, the students will switch roles. The students will present their projects and describe what they created. This project could be used for many different grade levels. The questions could be altered slightly for each grade.

Example Ideas:

- Design a Poster
- Write and illustrate a picture book
- Make a diorama
- Draw a self portrait
- Build a tower out of things that represent your personality

- Fill a bag with things that describe you

Suggested Questions to Answer (choose at least 4)

- Who are your family members?
- What is your favorite hobby?
- How would you describe your personality?
- What is your favorite place to go?
- Where do you live?
- How old are you?
- Do you have pets? What kind?
- What languages do you speak?
- What are your talents and special gifts?
- What do you do in your freetime?
- What do you want to be when you grow up?
- Where do you want to travel?

### Multiple Intelligences Lesson Plan

Standard:

- 3.2.3 (Science) Record observations (e.g., journals, drawings, charts) based on simple investigations

Objectives:

- By the end of the lesson, the students will identify various birds by observing outside.

- By the end of the lesson, students will distinguish behaviors of various birds by observing and researching them.
- By the end of the lesson, students will use their observations to illustrate a bird of their choice.

#### Procedures:

This lesson will focus on Bird Watching. The students will spend some time outdoors observing various birds that they see. If there are not many birds to observe, the teacher may use this link for the children to watch instead.

<https://www.youtube.com/watch?v=IeL1tfCJx0g>

The lesson will have four parts, each part targeting a different multiple intelligence. First, the students will either go outside or watch the selected video. Students will use notebooks to write down any observations (i.e. color of birds, patterns of behavior, shape and size of birds, etc.) The student will spend around ten or fifteen minutes observing and recording their observations. This activity is geared towards both naturalistic intelligence and verbal/linguistic intelligence.

After they are done observing, the students will go back into the classroom. There will be both ipads and bird encyclopedias available for student use. Students will work in pairs and use their recorded observations to figure out the names of one or two birds they observed. Then, the students will write down a list of facts about one bird they observed. This activity is focused on interpersonal intelligence. It allows students to collaborate and use teamwork to research and find information.

Lastly, the students will use their research to draw a picture of their chosen bird. This focuses on visual/spatial intelligence.

If there is time, students may also research different bird calls of the birds they found. This would be helpful for those students with high musical intelligence.

### My Primary Discourses

- Catholic
- Conservative
- Female
- College Student
- Chicago Suburbs
- Daughter
- Sister
- Girlfriend
- American
- Middle-Class
- Homeschooled
- Private School
- Public School
- Pro-Life

There have been many strong cultural influences in my life that have helped shape me into the person I am today. These influences have lead me to discover my primary discourses. I believe that it might be hard for me to look past some of my primary discourses when I begin teaching. However, I think that some of my experiences have also helped me to be more accepting of people with different primary discourses than me. My Catholic faith is very important to me; however, my gifts lean more towards a ministry of presence and not a ministry



of words. Therefore, I do not think I will have much of a problem with my students in this regard. I spent time doing mission work and working with many youth of many diverse backgrounds. I think that that experience helped me to let go of a lot of my own perceptions and embrace new perspectives. I do think that having been a conservative, homeschooled student will cause me to struggle in the classroom. I am not a big fan of technology and I tend to stay away from more secular music, ideas, and media. It may be a struggle for me not to judge my students or their parents for some of their more liberal or secular actions and words. Going to public school helped soften my homeschooled and conservative discourses but they are still there. As an elementary teacher, I do not envision that being a Caucasian American will affect how my students view me or vice versa. However, in some cases, children of different ethnicities might have a hard time relating to me. Furthermore, as a female, I might find it hard sometimes to fully understand the males in my classroom. It might be hard for me to see past my own gender and recognize that sometimes boys have different needs, talents, and ways of communicating than girls do. Being from a middle-class family, I imagine I will have to fight my natural instinct of assuming that most students have financially stable families. I do not want to assume the best for my students and end up missing the fact that some of my students are homeless, living in poverty, or being abused. I will most likely be teaching in suburban Minneapolis, so I think that will be very similar to where I grew up and I do not predict many struggles in that area. As a daughter and a sister, I may struggle in relating to any students who have no siblings or have lost a parent. I do not envision my Pro-Life stance getting in the way in a lower elementary school. Overall, I think that I will have some difficulty seeing past my own perspectives and primary discourses. I think this activity helped me to realize that I really may struggle in this area.

However, I know that after recognizing the ways that I struggle or may struggle in the future, I will be able to work on not letting these discourses affect the way I teach, love, and relate to my students.

### **Appendix C**

#### What is Common Core?

##### **“Learn Why Common Core is Important for Your Child”**

There are many reasons that common core is ostensibly important for children. In today's society, colleges and businesses have become very prestigious and demanding. The common core standards were created to give straightforward and consistent guidelines that would help each student become well prepared for college and entry level careers. The standards were well researched and were developed by teachers and experts across the country using ideas and inspiration from other highly educated countries. Contrary to some beliefs, the common core standards were not lowered in order to cater to the greatest population. In reality, the standards were made in regards to the most advanced level of thinking in society.

Common core teaches both skills and content knowledge. The mathematics standards prepare students for upper level math. They also require students to apply mathematics to real life situations and problems. Furthermore, the mathematics content is all coherent. Reading and writing is taught and encouraged across all the disciplines. Literature is not overlooked and specific literary study is left up to the discretion of each state. Moreover, each state is responsible for supporting their own teachers. 42 states are currently using the common core standards along with four United States Territories, the District of Columbia, and the Department of Defense Education Activity.

### **“Explore the Common Core”**

The common core standards set certain goals for students to reach. However, the standards do not state how to teach the curriculum or what resources to use. These things are left up to the state. The standards are not fail proof and are not perfect. The Math standards focus on depth and understanding. They continuously focus on foundational principles so that students truly understand the concepts. The Mathematics standards concentrate on teaching students how to solve problems in real life. Furthermore, the math standards do not focus solely on whether or not students can solve math problems. They also focus on the students’ understanding of the purpose of math equations and rules.

The English Language Arts standards integrate social studies, science, history, and technical subjects as well. The standards encourage students to ask questions and defend their answers. Moreover, these standards focus on developing analytical skills, problem-solving skills, and critical-thinking skills. In this way, the ELA standards were created to help prepare students for life in the workforce and outside of the classroom.

### **“Understand How the Common Core Was Created”**

Common Core was first developed in 2009. Because each state had different expectations for their students, it was decided that everyone would benefit from common standards. This development was led by the states. The federal government had no part in creating the standards. These standards were split into two categories. According to the Common Core State Standards Initiative (2018) these categories are, “First, the college- and career-readiness standards, which address what students are expected to know and understand by the time they graduate from high school. Second, the K-12 standards, which address expectations for elementary school through

high school”. The standards were opened up for public commentary twice. The comments that were made were factored into the final changes in the standards. After the standards were fully developed, certain states began to set them as the standard for their own state. This decision is sometimes made by the board of education but other times is made by the state legislature or the governor.

Reference:

(2018). *Preparing America’s students for success*. Common Core State Standards

Initiative. Retrieved from <http://www.corestandards.org/>

## Appendix D

**Grade:** Kindergarten

**Unit Topic:** Winter Olympics

**Course/Discipline:** Learning about the Winter Olympics

**Approximate Time Required:** One week

**Main Purpose of the Unit Study:** The main purpose of this unit is to provide students with the opportunity of learning writing, reading, math, science, social studies, and art by applying it to real world events. Students will be able to participate in their own Winter Olympics by creating stories, identifying where the Olympics are taking place on a map, keeping track of how many medals each team has won, and looking at the many things that change during the Olympics.

### Standards:

**Social Studies:** K.1.1. Identify land and water on a map or globe.

**Science:** K.1.2. Identify things that can change (e.g., weather, people, water)

**Mathematics:** K.CC.5. Count to answer “how many?” questions.

- a. Tell how many objects up to 20 are in an arranged pattern (e.g., a line or an array) or up to 10 objects in a scattered configuration.
- b. Represent a number of objects up to 20 with a written numeral.
- c. Given a number from 1-20, count out that many objects.

**Writing:** W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals

### Performance Objectives

1. Social Studies: By the end of the lesson students will be able to locate each country by labeling the country participating in the Olympics on a map.

2. Science: By the end of the lesson, students will be able to distinguish the difference in weather from where they live and where the Olympics are by looking up the weather.
3. Math: By the end of the lesson, students will record and deduce the amount of gold medals earned by the U.S. by creating a graph and using simple addition problems.
4. Writing: By the end of the lesson, students will be able to express their goal of what Olympic event they would participate in with drawings and words.
5. Reading: By the end of the lesson, students will be able to construct their own stories about them participating in the Olympics.
6. Art: By the end of the lesson, students will be able to create their own gold medal based on information learned.

**Lesson Outlines:**

1. Introduce the map and globe.
  - a. Identify land and water.
  - b. Review the names of each country participating in the Olympics and where they are located.
2. Finding the weather.
  - a. Identify weather in area they live each morning.
  - b. Identify weather where Olympics are each morning.
  - c. Compare to the weather where they live.
3. Counting Gold Medals.
  - a. Show students short news articles and videos of U.S. gold medalists.
  - b. Use addition to help students count the amount of gold medals earned at a certain point in time.

- c. Help students create graphs of the gold medals earned by using various art supplies.
4. What event would you want to be in?
  - a. Discuss different events and goals with students.
  - b. Have students pick event that they would want to be in.
  - c. Have students explain why that is their event of choice.
5. Writing their own Olympics.
  - a. Write about previous information learned.
6. Draw a picture of their Olympic story.
  - a. Construct a drawing of the student in the Olympics.

**Procedures and Activities:**

1. Prepare a blank map for students to fill out.
2. Large group discussion for finding the weather.
3. Research gold medals won. Small group graph collaboration.
4. Have students draw themselves participating in the event of their choice and then have them write or label about their drawing and their goals.

**Instructional Aids or Resources:**

1. Use globe and map in classroom.
  - a. Find blank map on a free online resource.
2. Locate weather app online and display on projector.
  - a. Search each area to identify weather.
3. Find short news clips or articles
4. Find videos of 5 events to show students to have them choose from.

- a. Use laptop with whiteboard for video.

**Evaluation**

1. Activity performance.
2. Project-based activity.
3. Final unit project.

**Differentiation**

*Below Proficiency-* Pair with another student.

*Above Proficiency-* Independently find information.

*Approaching/ Emerging Proficiency-* Participate in all activities with class.

**Opening:** Show short clips of Olympics. Discuss who has watched Winter Olympics/Summer Olympics. Discuss basic concepts of each.



## Appendix E

<b>Grade:</b> 5th		<b>Subject:</b> Reading	
<b>Materials:</b>		<b>Technology Needed:</b>	
<ul style="list-style-type: none"> <li>• Paper</li> <li>• Pencils</li> <li>• Technology</li> <li>• Book, <i>Voices in the Park</i></li> </ul>		<ul style="list-style-type: none"> <li>• Computers, ipads, or chromebooks for each student</li> <li>• Projector</li> </ul>	
<b>Instructional Strategies:</b>		<b>Guided Practices and Concrete Application:</b>	
€ Direct instruction      € Peer teaching/collaboration/ € Guided practice      € cooperative learning € Socratic Seminar      € Visuals/Graphic organizers € Learning Centers      € PBL € Lecture      € Discussion/Debate € Technology integration      € Modeling € Other (list)		€ Large group activity      € Hands-on € Independent activity      € Technology integration € Pairing/collaboration      € Imitation/Repeat/Mimic € Simulations/Scenarios € Other (list)  Explain:	
<b>Standard(s)</b>		<b>Differentiation</b>	
5.RL.6 Describe how a narrator’s or speaker’s point of view influences how events are described.		<b>Below Proficiency:</b> Students will be able to participate in all activities. Storyboards can be tailored to student’s abilities.  <b>Above Proficiency:</b> Students will be able to make more detailed storyboards.  <b>Approaching/Emerging Proficiency:</b> Students will do regular activities  <b>Modalities/Learning Preferences:</b>  This lesson supports a kinesthetic/ tactile learning style using drawing and technology. The read aloud will be especially beneficial for the auditory learners and the graphic organizers will be perfect for the visual learners. Visual/Spatial, Interpersonal, and verbal/linguistic intelligences will be especially used in the technology portion.	
<b>Objective(s)</b>			
By the end of the lesson, students will demonstrate understanding of perspective within stories by analyzing a text.  By the end of the lesson, students will create a storyboard portraying a different point of view of a common story or fairy tale.  <b>Bloom’s Taxonomy Cognitive Level:</b>  Analyze, Create			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b>		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>	
The students will begin at their desks. Then they will move to the carpet for the read aloud. Then they will return to their desks and get out their chromebooks to work. A clapping attention getter will be used if necessary.		The students will be expected to abide by all of the school’s technology. Students will be reminded to take care of the chromebooks or iPads.	
<b>Minutes</b>	<b>Procedures</b>		
2	<b>Set-up/Prep:</b> Get paper and art supplies ready for the students to access. Get book ready for read-aloud. Have chromebooks ready for students.		
8	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b>		

	<p>“Okay, we are going to do a little activity. I am going to pass out some paper and art supplies. You will have around 5 minutes to draw a picture by yourself. For this activity to work, there needs to be silence while you draw. So please refrain from talking to your neighbor, you will get a chance to do so in a few minutes. Your picture can be anything, try to make it represent a short story if you can. It can be about something you did last weekend or it can be something completely made up. Any questions? Alright, go!”</p> <p>“Okay, still silently, I want you to switch your picture with a person next to you. Did everyone do that? Okay, good! Now, still silently, don’t worry you will be able to talk in couple minutes, look at your neighbor’s picture and think about what is happening in their story. Take a few minutes to think and write some down some notes if needed. Any questions? Go!”</p>
5	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <p>“Now you may all speak. Turn to your partner and take turns telling each other what you think the other person’s picture is about.”</p> <p>(Few minutes of talking/ waiting until the discussion dies down a bit)</p> <p>“So did you all know what the other person’s story was? You didn’t? Why not? What would have helped you to understand it better?”</p> <p>“As you all have seen from this activity, perspective is very important in both stories and everyday life. We talked yesterday about point of view. Point of view focuses on the type of narrator used to tell the story. Today we are going to talk about perspective. Perspective focuses on how this narrator perceives what is happening within the story. When you looked at your neighbor’s picture, you looked at it with a different perspective than they did. We are all very unique and we have had different experiences. That’s why we often see the same things from different perspectives.</p>
30	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <p>“Okay, let’s all gather over by the window seat. I am going to read you a book. This is a special book. It is the same story told by each of the four characters. So, there are four different perspectives. Pay special attention to how each character tells their own story. You might also notice interesting things about the illustrations as well.”</p> <p>I will read <i>Voices in the Park</i></p> <p>“What were your observations? Who are the different characters? What are they like? How did they tell their own stories? How did the illustrations reflect the characters?”</p> <p>Here are some more possible reflection questions that could be used:</p> <ul style="list-style-type: none"> <li>● Was each chapter told in first or third person? How do you know?</li> <li>● What did you notice about the way the characters thought about each other?</li> <li>● Did any of the characters have a similar point of view to another character(s)? If so, which ones? What did you notice?</li> <li>● Did any of the characters have a different point of view to another character(s)? If so, which ones? What did you notice?</li> <li>● What did we learn about the importance of seeing multiple characters’ point of view.</li> </ul> <p>“Now you are going to get a chance to create your own storyboard. We will be working on these for the next few days but we will get started today. You are all going to pick a story that we’ve read in class, or a fairy tale, or another famous story. Then, you are going to create a storyboard using the perspective of one of the characters in the story or fairy tale. Because it is from a character’s perspective which point of view will be used? First person! Good! I am going to show you all an example of a storyboard that I created on the projector. This is a storyboard outlining the story of Hansel and Gretel from the witches perspective.”</p> <p><a href="https://www.storyboardthat.com/storyboards/remy98/hansel-and-gretel-reimagined/edit">https://www.storyboardthat.com/storyboards/remy98/hansel-and-gretel-reimagined/edit</a></p> <p>I will read and show the storyboard to the students. Then I will ask for clarifying questions.</p>

	<p>“Okay, you can all grab a chromebook, head to your seats, and go to storyboardthat.com . If you need story or fairy tale ideas, I have a list in the back, you can come ask me. When you figured out what story and character you want to use, you can come tell me your idea and then get started. Remember, we will be working on these for the next few days so no need to rush! Go!”</p>	
<p><b>3</b></p>	<p><b>Review (wrap up and transition to next activity):</b></p> <p>“Alright, let’s start wrapping up. Make sure you save your work! We will continue on them tomorrow. After you put your chromebook away, you can silently begin one of your daily five rounds.</p>	
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>● <b>Progress monitoring throughout lesson (how can you document your student’s learning?)</b></li> </ul> <p>I will be able to see their progress by walking around and helping them during the storyboard work time.</p>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <p>The summative assessment will be their completed storyboards. I will be able to see if they understand the concept of perspective as well as first person point of view.</p>	
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>It is a creative idea and could be really fun and engaging for the students. However, it might take the students a while. Depending on the level that the 5th graders are at, it may take a few work periods. It might be a little difficult for some learners but I would have to see depending on the students.It would also be fun to have the students present their work when they are done.</p>		

**Appendix F**

Standard: 4.RL.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

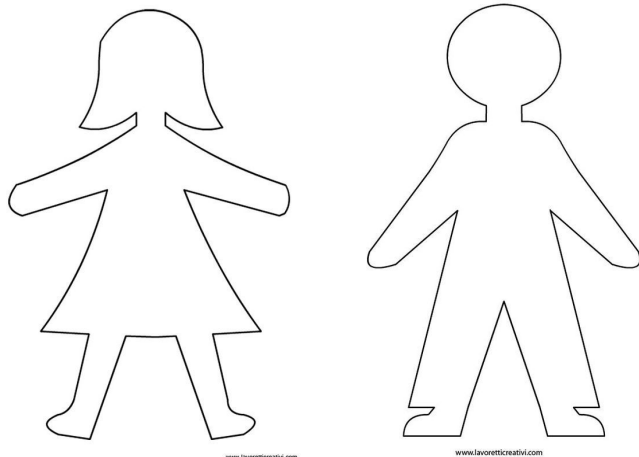
1. Getting interest and attention
  - a. "What would happen if your bedroom was different. What if instead of a bed, you had a giant pool? Or what if instead of your bookshelf, you had a giant water slide? Would your room feel different? Why?"
2. Diagnosing and checking
  - a. How does the setting of a story impact the plot and/or the characters of the story?
3. Recalling specific facts or information
  - a. What is the setting of *The Polar Express*?
4. Managing
  - a. Did you all read *The Polar Express* last night as assigned?
5. Encouraging higher-level thought processes
  - a. If the setting of *The Polar Express* was a summer morning in Africa, how would that impact the story?
6. Structuring and redirecting learning
  - a. Now that we've looked at the impact of the setting on a story, can you come up with a setting that you think would work best for the stories you are beginning to write?
7. Allowing expression of affect
  - a. What are some of your favorite story settings from books that you've read?

## Appendix G

<b>Grade:</b> 4th	<b>Subject:</b> Language Arts/ Art
<b>Materials:</b> <ul style="list-style-type: none"> <li>● Oil Pastels</li> <li>● Paper</li> <li>● Pencils</li> <li>● Markers or crayons</li> </ul>	<b>Technology Needed:</b> <ul style="list-style-type: none"> <li>● Overhead projector</li> </ul>
<b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li>€ Direct instruction</li> <li>€ Guided practice</li> <li>€ Socratic Seminar</li> <li>€ Learning Centers</li> <li>€ Lecture</li> <li>€ Technology integration</li> <li>€ Other (list)</li> </ul>	<b>Guided Practices and Concrete Application:</b> <ul style="list-style-type: none"> <li>€ Large group activity</li> <li>€ Independent activity</li> <li>€ Pairing/collaboration</li> <li>€ Simulations/Scenarios</li> <li>€ Other (list)</li> </ul>
<b>Standard(s)</b> <p>4.2.3 Use visual art structures* and functions of works of art to communicate ideas.</p> <p>4.RL.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p>	<b>Differentiation</b> <p><b>Below Proficiency:</b></p> <p>Students below proficiency will be able to use a template to sketch out the outline for their self portrait.</p>
<b>Objective(s)</b> <p>By the end of the lesson, students will identify 10 character traits that they have by making a list.</p> <p>By the end of the lesson, students will create a representation of their own character traits by drawing and painting themselves with selected colors that correlate with the traits.</p> <p><b>Bloom’s Taxonomy Cognitive Level:</b></p> <p>Understand, Create</p>	<p><b>Above Proficiency:</b></p> <p>Students above proficiency will be able to draw their own self portrait without limits on their creativity or ability.</p> <p><b>Approaching/Emerging Proficiency:</b></p> <p>Students at proficiency will complete the activity using either the template or not, depending on whether they need it.</p> <p><b>Modalities/Learning Preferences:</b></p>

	This lesson accommodates for multiple learning preferences through appealing to multiple intelligences: visual/spatial, bodily-kinesthetic, intrapersonal, etc.
<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b></p> <p>Students will begin at their desks. After the powerpoint and the directions have been given, students will be free to work at their desks and roam around for supplies as needed. At the end of the lesson, the students will clean up and return to their seats once again.</p>	<p><b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b></p> <p>Students will be expected to use oil pastels responsibly. Students will listen to the teacher when she is talking and will be respectful of supplies, materials, and others. Students will clean up after themselves. Failure to clean up well will result in getting their name written on the board.</p>
<b>Minutes</b>	<b>Procedures</b>
2	<p><b>Set-up/Prep:</b> Get out all the art supplies and place at the back table. Pull up power point.</p>
3	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <p>“Okay, I want you all to close your eyes. Now imagine that you wake up in the morning and you look outside to see that the sky is bright yellow. Think about it. Okay, now open your eyes. How do you think you would feel? What if you went to bed and woke up to find that all your walls and your bedroom ceiling was painted black. How would you feel? Would your room feel different? Would you like it more, or less?”</p> <p>Start powerpoint, ask students what they feel when they see a certain color:</p> <p><a href="https://docs.google.com/presentation/d/14zZKxo5fwAPRB-JkMAwPmBq5K2r_kZKYJrg0UULOQLCE/edit#slide=id.g34c81f097f_0_1">https://docs.google.com/presentation/d/14zZKxo5fwAPRB-JkMAwPmBq5K2r_kZKYJrg0UULOQLCE/edit#slide=id.g34c81f097f_0_1</a></p>
10	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <p>“Today, we are going to be talking about color. Color has a profound effect on us even though we may not be aware of it. Every day our emotions, moods, thoughts and even things like our appetites, are influenced by the colors that surround us. Artists and designers and even advertisers use color very deliberately to make you feel a certain way. Understanding the effects of color can be a powerful tool in art, decorating, or designing.”</p> <p>I will then go through the rest of my google slides presentation with the students, explaining the various slides and talking about different traits that are commonly associated with colors.</p>

	<p><a href="https://docs.google.com/presentation/d/14zZKxo5fwAPRB-JkMAwPmBq5K2r_kZKYJrg0ULOQLCE/edit#slide=id.g34dafd68d7_0_19">https://docs.google.com/presentation/d/14zZKxo5fwAPRB-JkMAwPmBq5K2r_kZKYJrg0ULOQLCE/edit#slide=id.g34dafd68d7_0_19</a></p> <p>“What do all of those words and colors remind you of? Something that we talked about earlier in the week.....that’s right! Character traits! (I will be teaching a lesson on character traits more in depth earlier in the week). In art, character traits, and emotions can be conveyed using color. Color is very important to artists and is considered very carefully. For example, an artist could use the color black to portray a serious or sad person. In this painting you can see a lot of lighter greens and blues. These make me feel very calm and natural. The white and yellow in the painting give it a little spark and make it seem happy and light-hearted. It also makes me think that the two women are fun and outgoing. In this painting, the artists used a lot of red. What do you think the woman in this painting is like? What else do you notice about the painting? “</p> <p>I will go through the rest of the paintings in the powerpoint, asking the students their opinions on the colors and characters.</p>
40	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <p>“Now you are all going to get to describe your own character traits using color and words. To start, you are going to brainstorm. Write down 10 character traits that you have. You can use the list we have been making in class for support if you need. Then, you will each get a piece of paper from the back table. You are going to color yourselves with colors that represent your personality and character traits. You can either draw yourself, or I have templates you can use to trace a basic outline. You can draw just your face if you would like, or you can do your whole body. You can use markers, pencil, or crayons to write your character traits somewhere on your page. Then you are going to use oil pastels to color your picture by picking colors that you think represent the character traits you wrote down. Here is an example of one that I have made...” ( I will explain my example and check for understanding.) Have you all used oil pastels before? (I know that these students have). Here are a few ways to use an oil pastel ( I will do a short demonstration). I will put up the slide on the board with some examples of character traits and emotions and which colors they typically represent. You can use that as a guide, but you can also be creative! Really think about which colors you think represent your personality and your character traits!</p> <p>“Does everyone understand the activity? Great! Students, when you are finished writing down your ten character traits, you may come to the back table where I will have the oil pastels and supplies for you. Before you begin painting, you will need to have your desks absolutely clear. Be mindful of how you are using your oil pastels. Please be responsible and respectful of the supplies, materials, and of one another. You may work at any desk space you would like. I will be walking around the room if you need help. I am going to play some instrumental and classical music in the background. If you find that the oil pastels are too dark for the markers you used to write your words, you can go over them in sharpie or use a black oil pastel. Are there any questions? Remember, we are working on positivity in the classroom. Please only use positive or neutral character traits, nothing negative. If you have a question about one, ask me. Ok! Let us begin!”</p>



7

**Review (wrap up and transition to next activity):**

“What did you guys like about this activity? Were you able to think of characteristics? Now I want you to silently look at your picture for one minute. Think about what colors you used and why you used them. Do you think the colors in your picture accurately reflect your personality? Why?”

Okay, now I want you to share your thoughts with someone next to you.

Class class, okay, now I want you to look at your partners artwork. What do you notice about their character traits and their colors? Do you think those colors reflect their personality? What do you especially like about their picture? How is it different from yours? Think about these questions for a minutes (I will repeat the questions or write them on the board).

Okay now share your thoughts with your partners.

Great job everyone! Does anyone want to share their thoughts about their work with the class? Thank you!

Alright, now we are going to clean up. Make sure your name is on the back of your artwork. Wash your hands well in the sink and then use the wipes on the back table to wipe up your desk. You can put your masterpieces in the back of the room to dry. Please be seated and direct your attention back to Mrs. Heid for end of the day instructions.”

**Formative Assessment: (linked to objectives, during learning)**

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

The formative assessment will consist of the students’ list of character traits, making sure they are progressing through the lesson as planned.

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

The painting will serve as the primary summative assessment for this lesson.



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

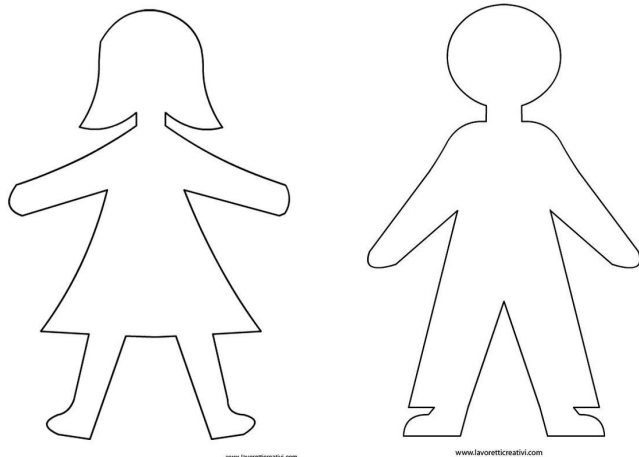
The other students really liked how I integrated my lesson with various subjects. They thought it was nice that I gave them some guidelines that were necessary but also allowed them creative liberty in their projects. They also like my differentiation in having a template or helping the students to draw their representations of themselves if necessary.

## Appendix H

<b>Grade:</b> 4th	<b>Subject:</b> Language Arts/ Art
<b>Materials:</b> <ul style="list-style-type: none"> <li>● Oil Pastels</li> <li>● Paper</li> <li>● Pencils</li> <li>● Markers or crayons</li> </ul>	<b>Technology Needed:</b> <ul style="list-style-type: none"> <li>● Overhead projector</li> <li>● Chromebooks</li> </ul>
<b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li>€ Direct instruction</li> <li>€ Guided practice</li> <li>€ Socratic Seminar</li> <li>€ Learning Centers</li> <li>€ Lecture</li> <li>€ Technology integration</li> <li>€ Other (list)</li> </ul>	<b>Guided Practices and Concrete Application:</b> <ul style="list-style-type: none"> <li>€ Large group activity</li> <li>€ Independent activity</li> <li>€ Pairing/collaboration</li> <li>€ Simulations/Scenarios</li> <li>€ Other (list)</li> </ul>
<b>Standard(s)</b> <p>4.2.3 Use visual art structures* and functions of works of art to communicate ideas.</p> <p>4.RL.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p>	<b>Differentiation</b> <p><b>Below Proficiency:</b></p> <p>Students below proficiency will be able to use a template to sketch out the outline for their self portrait.</p>
<b>Objective(s)</b> <p>By the end of the lesson, students will identify 10 character traits that they have by making a list.</p> <p>By the end of the lesson, students will create a representation of their own character traits by drawing and painting themselves with selected colors that correlate with the traits.</p> <p><b>Bloom’s Taxonomy Cognitive Level:</b></p> <p>Understand, Create</p>	<p><b>Above Proficiency:</b></p> <p>Students above proficiency will be able to draw their own self portrait without limits on their creativity or ability.</p> <p><b>Approaching/Emerging Proficiency:</b></p> <p>Students at proficiency will complete the activity using either the template or not, depending on whether they need it.</p> <p><b>Modalities/Learning Preferences:</b></p>

	This lesson accommodates for multiple learning preferences through appealing to multiple intelligences: visual/spatial, bodily-kinesthetic, intrapersonal, etc.
<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b></p> <p>Students will begin at their desks. After the powerpoint and the directions have been given, students will be free to work at their desks and roam around for supplies as needed. At the end of the lesson, the students will clean up and return to their seats once again.</p>	<p><b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b></p> <p>Students will be expected to use oil pastels responsibly. Students will listen to the teacher when she is talking and will be respectful of supplies, materials, and others. Students will clean up after themselves. Failure to clean up well will result in getting their name written on the board.</p>
<b>Minutes</b>	<b>Procedures</b>
2	<p><b>Set-up/Prep:</b> Get out all the art supplies and place at the back table. Pull up power point.</p>
3	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <p>“Okay, I want you all to close your eyes. Now imagine that you wake up in the morning and you look outside to see that the sky is bright yellow. Think about it. Okay, now open your eyes. How do you think you would feel? What if you went to bed and woke up to find that all your walls and your bedroom ceiling was painted black. How would you feel? Would your room feel different? Would you like it more, or less?”</p>
12	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <p>Color has a profound effect on us. How? Why? Today, you are going to explore color and color in art. I am going to assign you each a group of three. You are going to grab a chromebook and start a google slides presentation. I am then going to assign each group a color. You are going to collaborate to make a slide that represents that color. Here is an example of the one that I made for the color green.</p> <p><a href="https://docs.google.com/presentation/d/1JB_Qli-1R-nUFRPof3IT545b3GePgTubxirCflx0aH4/edit#slide=id.p">https://docs.google.com/presentation/d/1JB_Qli-1R-nUFRPof3IT545b3GePgTubxirCflx0aH4/edit#slide=id.p</a></p> <p>“What kinds of things do you see on this slide? (Allow time for kids to respond) Great! Yes, there are pictures of green things. There is a famous work of art in the middle. There are also some words. What do some of these words remind you of? It is something we talked about a few days ago... That’s right! Character traits! Certain character traits are often associated with certain colors. Your job is to make a slide that you think represents your color. You need to have at least 5 pictures, 1 famous work of art, and 5 words, including some character traits. You can use your chromebooks to look up character traits</p>

	<p>and your color. Or you can also just think about what words you think of when you look at that color. What character traits does it remind you of? What does it make you feel? Does anybody have any questions? Alright, go ahead and start! You have 10 minutes. (Allow more time if necessary) Send your work to me when you are done.”</p> <p>“Alright let’s look at some of your work. (Briefly show some of the students slides) Great work everyone! Based on what you’ve learned in creating your slide, how do you think that artists use color in art? Right! Great answers. Artists use color to portray personality and characters. They also use color to make us feel certain ways. Let’s look at a couple paintings.” (I will show the last three slides of my direct instruction powerpoint and ask them what they think of the color, the characters, and the paintings as wholes)</p> <p><a href="https://docs.google.com/presentation/d/14zZKxo5fwAPRB-JkMAwPmBq5K2r_kZKYJrg0UULOQLCE/edit#slide=id.g34c81f097f_0_1">https://docs.google.com/presentation/d/14zZKxo5fwAPRB-JkMAwPmBq5K2r_kZKYJrg0UULOQLCE/edit#slide=id.g34c81f097f_0_1</a></p>
35	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <p>“Now you are all going to get to describe your own character traits using color and words. To start, you are going to brainstorm. Write down 10 character traits that you have. You can use the list we have been making in class for support if you need. Then, you will each get a piece of paper from the back table. You are going to color yourselves with colors that represent your personality and character traits. You can either draw yourself, or I have templates you can use to trace a basic outline. You can draw just your face if you would like, or you can do your whole body. You can use markers, pencil, or crayons to write your character traits somewhere on your page. Then you are going to use oil pastels to color your picture by picking colors that you think represent the character traits you wrote down. Here is an example of one that I have made...” ( I will explain my example and check for understanding.) Have you all used oil pastels before? (I know that these students have). Here are a few ways to use an oil pastel ( I will do a short demonstration). I will put up the slide on the board with some examples of character traits and emotions and which colors they typically represent. You can use that as a guide, but you can also be creative! Really think about which colors you think represent your personality and your character traits!</p> <p>“Does everyone understand the activity? Great! Students, when you are finished writing down your ten character traits, you may come to the back table where I will have the oil pastels and supplies for you. Before you begin painting, you will need to have your desks absolutely clear. Be mindful of how you are using your oil pastels. Please be responsible and respectful of the supplies, materials, and of one another. You may work at any desk space you would like. I will be walking around the room if you need help. I am going to play some instrumental and classical music in the background. If you find that the oil pastels are too dark for the markers you used to write your words, you can go over them in sharpie or use a black oil pastel. Are there any questions? Remember, we are working on positivity in the classroom. Please only use positive or neutral character traits, nothing negative. If you have a question about one, ask me. Ok! Let us begin!”</p>



7

**Review (wrap up and transition to next activity):**

“What did you guys like about this activity? Were you able to think of characteristics? Now I want you to silently look at your picture for one minute. Think about what colors you used and why you used them. Do you think the colors in your picture accurately reflect your personality? Why?”

Okay, now I want you to share your thoughts with someone next to you.

Class class, okay, now I want you to look at your partners artwork. What do you notice about their character traits and their colors? Do you think those colors reflect their personality? What do you especially like about their picture? How is it different from yours? Think about these questions for a minutes (I will repeat the questions or write them on the board).

Okay now share your thoughts with your partners.

Great job everyone! Does anyone want to share their thoughts about their work with the class? Thank you!

Alright, now we are going to clean up. Make sure your name is on the back of your artwork. Wash your hands well in the sink and then use the wipes on the back table to wipe up your desk. You can put your masterpieces in the back of the room to dry. Please be seated and direct your attention back to Mrs. Heid for end of the day instructions.”

**Formative Assessment: (linked to objectives, during learning)**

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

The formative assessment will consist of the students’ list of character traits, making sure they are progressing through the lesson as planned.

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

The painting will serve as the primary summative assessment for this lesson.

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

The other students thought that the slide idea was very interactive and student centered. They thought it worked well with the lesson. There was some concern on the amount of time necessary for the lesson. I think that I might split up the art activity and give them a couple days to work on it. They would start on it during this lesson and then finish it up as needed. That way, the students could have more time for the slides if needed and I could go more in depth with color and advertising if desired.

**Appendix I****Integrated Art and Social Studies Performance Assessment****Standards:**

4.1.4 Know how different visual art materials, techniques\*, and processes\* cause different responses.

4.2.6 Describe the daily lives (e.g., roles, shelter, significance of buffalo) of the first inhabitants of North Dakota

**Objectives:**

By the end of the lesson, students will create a work of art that represents a part of the daily lives of the Native Americans in North Dakota.

By the end of the lesson, students will summarize their work of art by presenting it to the class and identifying their use of technique and mediums to enhance and portray their story.

**Directions:**

Choose a part of the daily lives of Native Americans to focus on (Harvesting, Tipis, Cooking, Hunting, Traveling, Moving Camps, Sewing, Etc.). Then, choose at least two different mediums to represent your topic (Paints, Markers, Colored Pencils, Oil Pastels, 3D Art, Clay, Etc.). Using your mediums, create a work of art that represents your topic. Use at least two techniques learned in class (Blending, Shading, Wax Resist, Watercolor Techniques, Etc.).

You will present your artwork in class next week. Be able to describe the event or topic your art portrays. Be prepared to state why you used your selected mediums and techniques and how they helped support your ideas and your topic in your artwork.

Performance Assessment Lesson Plan

<b>Grade: 4th</b>		<b>Subject: Art (The summative assessment will be integrated with social studies as well).</b>	
<b>Materials:</b>		<b>Technology Needed:</b>	
<ul style="list-style-type: none"> <li>• Powerpoint</li> <li>• Oil pastels</li> <li>• Wooden stylus</li> <li>• Pencils</li> <li>• Markers</li> <li>• Paper</li> </ul>		Overhead Projector	
<b>Instructional Strategies:</b>		<b>Guided Practices and Concrete Application:</b>	
€ Direct instruction € Guided practice € Socratic Seminar € Learning Centers € Lecture € Technology integration € Other (list)		€ Peer teaching/collaboration/ perative learning € Visuals/Graphic organizers € PBL € Discussion/Debate € Modeling	
<b>Standard(s)</b> <b>4.1.4 Know how different visual art materials, techniques*, and processes* cause different responses.</b>		<b>Differentiation</b> <b>Below Proficiency: Students will be able to do their summative assessment using only one technique and one medium.</b>	
<b>Objective(s)</b>  By the end of the lesson, students will understand how different art mediums and techniques can cause different responses by viewing artwork and doing their own artwork.  By the end of the lesson, students will create a work of art that represents a part of the daily lives of the Native Americans in North Dakota.  By the end of the lesson, students will summarize their work of art by presenting it to the class and identifying their use of technique and mediums to enhance and portray their story.  <b>Bloom's Taxonomy Cognitive Level:</b>		<b>Above Proficiency: Students will be challenged to use more mediums and techniques in their performance assessment.</b>  <b>Approaching/Emerging Proficiency: Students will take part in all activities.</b>  <b>Modalities/Learning Preferences: Kinesthetic, Visual, Intrapersonal</b>	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b>  Students will begin at their desks. They will do all of their work at their desks but will be allowed to get up to get supplies.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>  Students will be respectful of the teacher. Students will listen when the teacher is taking. Students will be respectful of materials. Students will participate actively.	
<b>Minutes</b>	<b>Procedures</b>		
10	Set-up/Prep: Open PowerPoint. Get out art supplies		
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)		



	<p>(Show first powerpoint slide)  <a href="https://docs.google.com/presentation/d/1hMOVExA2DMMGHnk6EtewqVKtzs9giutz0b6h77vO7cU/edit#slide=id.p">https://docs.google.com/presentation/d/1hMOVExA2DMMGHnk6EtewqVKtzs9giutz0b6h77vO7cU/edit#slide=id.p</a></p> <p>“Good morning class. Looking at the picture on the board, can anyone guess what we are going to be talking about today? Very good guesses! Today we are going to be learning about art mediums and various art techniques! We are also going to talk about how various mediums and techniques can influence the viewers of the art and cause different responses.</p>
10-15	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Who can tell me what an art medium is? Great! A medium refers to the materials that are used to create a work of art. Who can name some art mediums for me? It could be something that you have used or maybe something that you’ve heard of or seen elsewhere. (Paints, markers, pencils, colored pencils, charcoal, oil pastels, watercolors, clay, mixed media, etc.) Those are all awesome mediums. Has anyone used them before? Could you share your experiences? How did you use them? Did the medium work like you wanted it to? Thank you! Now I’m going to show you some pictures featuring the mediums that we are going to be using today. Raise your hand if you can guess which medium is featured in this artwork.</p> <p>(I will go through the slideshow and have the students discuss the various works of art (Oil Pastels, Markers, and Pencils). I will also ask them questions like, “How does the art make you feel? How does this work look different than the last piece? Do you think the type of medium makes a difference? What do you notice about the different types of mediums?” The students will begin to grasp how the various mediums are different and look different to viewers and create different feelings)</p> <p>“These last two slides showcase mixed media art. That means that more than one medium is used. Can you identify which mediums are used? Great job!</p>
20-25	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>“Now we are going to experiment with different techniques for using the mediums that we talked about. First, we are going to work with pencils. There are pieces of paper and drawing pencils in the back. Please grab one of each and return to your seat. First we are going to work on draw hard, straight lines. (I will demonstrate each technique and then they will practice while I walk around the room and help). Great job! Now let’s try coloring with our pencils. For a darker shade we press harder. For a lighter shade we don’t press as hard. Go ahead and try. Great job! Now we are going to work with markers. You can grab a marker from the back. Okay, first we will practice drawing straight lines with our marker. Now we will try coloring. How is it similar to a pencil? How is it different? Great job guys! Now we are going to use oil pastels. Grab two colors from the back table. Okay. First we will start with drawing lines. Now we will do coloring. Now we will do a technique called blending. First you use one color and press from hard to soft like this. Then you use your other color and do the same on the opposite side. You can also use your fingers to blend like this. Now we are going to try something called stippling. Stippling is using short, blunt strokes like this. Our last technique is called sgraffito. First we are going to color very dark with one color. Then we are going to go on top of that color with another color. Now we are going to use the wooden styluses on the back table. Please grab one. Now using your stylus, scrape away at the pastel and draw whatever you would like.</p>
5-20 (Teacher Preference when to start performance assessment)	<p>Review (wrap up and transition to next activity):</p> <p>“Who can tell me what we learned today? What different mediums did we use? Which techniques did we learn? How were they different? How did they make you feel? Which was your favorite? Why?</p> <p>Great job you guys! Now we are going to do a performance assessment based on what you have learned in this lesson and what you have learned earlier in social studies. You will have a few days to work on your artwork. I will give you about 10 minutes now to get started. You are going to choose a part of the daily lives of Native Americans to focus on (Harvesting, Tipis, Cooking, Hunting, Traveling, Moving Camps, Sewing, Etc.). Then, choose at least two different mediums to represent your topic (Paints, Markers, Colored Pencils, Oil Pastels, 3D Art, Clay, Etc.). Using your mediums, create a work of art that represents your topic. Use at least two techniques learned in class (Blending, Shading, Wax Resist, Watercolor Techniques, Etc.).</p>

<p><b>You will present your artwork in class next week. Be able to describe the event or topic your art portrays. Be prepared to state why you used your selected mediums and techniques and how they helped support your ideas and your topic in your artwork.</b></p> <p><b>There is special paper in the back for you to get started with. Can someone tell me what we are going to start on? Are there any questions? Great! You may begin!”</b></p> <p><b>“Alright, it is time to clean up. Please wash your hands, clear your desks, and put your supplies away in the back. We will continue working on these tomorrow.”</b></p>	
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>• <b>Progress monitoring throughout lesson (how can you document your student’s learning?)</b></li> </ul> <p><b>The formative assessment will be their practice with the various mediums and techniques.</b></p>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <p><b>See Performance Assessment. The summative assessment will be linked to this art lesson as well as their social studies unit that they have been working on about Native Americans.</b></p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>	

Performance Assessment Rubric

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

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

Aspect	4	3	2	1	Value
<b>Techniques</b>	Student correctly and distinctly uses two or more techniques learned in class.	Student uses at least two techniques learned in class but shows some signs of unclarity.	Student uses only one technique learned in class	Student does not use any techniques learned in class.	_____
<b>Medium Use</b>	Student thoughtfully uses two or more mediums to represent their topic.	Student thoughtfully uses only one medium to represent their topic.	Student uses two mediums but their use is sporadic and random.	Student uses only one medium. It is sloppy and random.	_____
<b>Cultural Elements</b>	Student accurately represents a part of the daily lives of Native Americans.	Student represents a part of Native Daily Life, but is not very detailed or evident.	Student's representation is poor and sloppy.	Student's representation is unclear.	_____
<b>Creativity</b>	Student creativity is unique and original.	Student's work is creative.	Student's work lacks originality and creativity.	Student puts little effort into their work. No evidence of creative effort is evident.	_____

<b>Presentation</b>	Student describes their artwork and how and why they created it.	Student describes their artwork but does not mention how and why they used various techniques or mediums.	Student gives a poor explanation of their artwork.	Student makes no effort to explain their artwork.	_____
					<b>Total</b> ____
<b>Comments</b>					