

Part A: Discuss Your Target Area for Guided Lead Teaching *

1. Describe your target area for guided lead teaching.
 - Descriptive news articles and “what really happened in history?”
 - Writing descriptive news articles of “What Really Happened in History?” using real world news articles that are prevalent to their lives, Amelia Earhart’s story with the empty ending, and *Number the Stars* by Lois Lowry story full of historical events.
2. Approximately how much time per day is allotted for your instruction in this area?
 - All morning from 9:15 – 12:15 (Except for Mondays and Tuesdays when there are preps.
3. Which GLCEs (or Common Core State Standards) will you work toward?
 - CC.6.R.I.3 – Key Ideas and Details: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
 - CC.6.W.2.b – Text Types and Purposes: Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
 - CC.6.W.3.d – Text Types and Purposes: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
 - CC.6.W.4 – Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
4. How will teaching in this target area provide opportunities for *students* to learn important content and/or skills that relate to their lives? In what ways does this learning include *learning* literacy, *learning about* literacy, and/or *learning through* literacy?
 - Teaching in this target area will provide students the opportunity to learn important content that they don’t necessarily learn on an everyday basis—such as history. Understanding the difference between fact and opinion will be important for students to understand so that they learn to take what they read with a grain of salt and not believe everything as truth. This relates to their lives because media is everywhere, influencing them to believe things that may or may not be true.
 - This learning includes *learning* literacy because they will be practicing descriptive skills and writing skills, as well as deciding what details are important to include and what details are opinions rather than facts.
 - This learning includes *learning about* literacy because it dives in deep about news paper articles and what goes into creating them.
 - This learning includes *learning through* literacy because students are learning history and important life skills through literacy.
5. How will teaching in this target area contribute to *your own professional learning*?

* Everything that I have fixed or change is noted in red.

- Teaching this unit, in general, will contribute to my own *professional learning* because it will give me a chance to be in front of the classroom for a long period of time. It will force me to work on my classroom management skills at the same time that I am teaching my students valuable skills and lessons. I have also been lucky to be placed in a grade that I have never been in, so that in itself contributes in a positive way because I am teaching students in a different way than I have taught the second grade students that I worked with before.
- 6. What resources within the community, neighborhood, school district, school or classroom do you have to work with in this target area?
 - I have everything that I need to work in this target area. I have the books, the Amelia Earhart story, news articles galore, paper, and intelligent and creative students.
- 7. What additional resources do you need to obtain?
 - I will be looking for resources that I can use on the Promethean Board. I want the students to eventually read at least one of their news articles to the rest of the class as though they are news reporters, so I will be needing supplies to make something that resembles a news reporters desk.
- 8. How will you pre-assess your students in your target area?
 - We will discuss what they know about news, writing news articles, who Amelia Earhart was, and some of what happened during WWII.
- 9. What else will you need to find out about all students in your class to help you develop lesson plans for your Guided Lead Teaching?
 - I need to know if they have ever read *Number the Stars*, first. Then I need to find out what they know, if anything about WWII. I need to find out what kinds of articles students read, if any, or if they ever read the news paper or journal articles.

Brainstorming ideas:

- What are my goals for the unit? Why are these important and worthwhile learning experiences for my students?
 - My goals for the unit are for the students to learn how to write news paper articles and how to understand opinion from fact when they are reading media. I also want them to get some sort of social studies or history into their everyday class schedule. These are important and worthwhile because the students aren't explicitly learning history or social studies right now other than weekly scholastic readers.
- How do these goals fit with what I learned about the internship context (school district, school, classroom) during Inquiry One? How do they relate to my students' lives?
 - They relate to my students' lives because every student uses technology every single day of their lives, whether it be video games, television, cell phones, or computers. They relate because social studies is not taught in the classroom. They relate because students aren't allowed to be creative anymore in today's school system. I want to give students the opportunity to be creative with their work. They will make a project that will resemble

newspapers of the 1940s. At the same time they will be using their imagination to create a story that is historically accurate.

- What is the range of prior knowledge, skills and experiences that my students bring to this unit that I can build upon?
 - They all have knowledge, skills, and experiences to bring to the unit. They all have the desire to be creative and have fun with their lessons. They have probably all seen newspapers before and they probably know what goes into creating a newspaper.
- What do I want students to be able to know and/or do by the end of the unit and what will they need to know/learn to accomplish that?
 - I want my students to be able to
- How will I know what students learn from the unit?
 - I will know what students learn from this unit through the way they write their newspaper articles. I will know based on how factual and not opinionated their stories are. I will know based on the class discussions about *Number the Stars* and the story about Amelia Earhart's last flight.
- What activities and resources are available to support my students' learning?
 - *Number the Stars*, their curriculum journal, their basal reader, the curriculum guide, the internet, the promethean board
- How will I make my expectations clear and scaffold my students' learning?
 - I will make my expectations clear to my students by providing them with a rubric that is explicit about what is required to do well. I will give them a list of what we will be discussing and learning about, a list of what they will be required to include in the final project of a newspaper of all their articles, and a list of what they should have learned so that we can see if there is a gap in the way that I taught them, what I taught them, and what I learned.
- What will I need to do to facilitate learning and manage the various activities?
 - To facilitate learning, I will need to scaffold how to create a newspaper. I will also be conferencing with their students about one of their news articles which will be the "front page" article that the students will put the most time into. I will also keep things changing so that students can stay focused and not get bored.
- How can I provide guided practice and independent practice prior to assessing students' learning?
 - I can provide guided practice by scaffolding for my students and helping them understand the concepts and how to do their work, I will model for them what newspapers look like. I can provide independent practice by letting them be creative and discover things on their own but with guidance, both during group discussions and individually.
- What classroom norms are in place that will help my students participate and learn?
 - They are expected to be quiet a lot, which allows them to listen to the teacher. I would like to change that a little and let students communicate and work with and off of each other. This way they can be a part of each

other's learning. The school rules, in general, are very consistent from teacher to teacher. Everyone in the school follows the same general rules and thinks about the school as a community.

- What supports do individuals in my class need to participate fully and maximize their learning?
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- How can I differentiate the content, process, products and/or learning environment to make accommodations for diverse learners?
 - I can find articles that relate to them when we are talking about fact and fiction.

Part B: Design a Teaching Overview

Name: Kayla VanEgmond Grade Level: 5th Grade (learning 6th grade materials)

School: Woodlawn Community School

CT: Diana Stack

1. Target area:

- Descriptive news articles and “what really happened in history?”
- Writing descriptive news articles of “What Really Happened in History?” using real world news articles that are prevalent to their lives, Amelia Earhart’s story with the empty ending, and *Number the Stars* by Lois Lowry story full of historical events.

2. Standards:

A-CC.6.R.I.3 – Key Ideas and Details: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

B-CC.6.W.2.b – Text Types and Purposes: Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.

C-CC.6.W.3.d – Text Types and Purposes: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

D-CC.6.W.4 – Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

3. Objectives:

A-Students will decipher between fact and fiction by reading and analyzing newspapers and articles and *Amelia Earhart: First Lady in Flight* through a class discussion the difference between the two and how to tell.

B-Students will demonstrate and express their understanding of newspapers, news writing, and public speaking by performing what they wrote in a news anchor setting, being critiqued by their peers and by constructing their own newspaper, including at least five different articles and other components of a newspaper.

C-While listening to *Number the Stars*, students will write summaries of the chapters in reading logs to show their comprehension of the story and their listening skills.

D-While reading *Amelia Earhart: First Lady in Flight*, students will analyze the possibilities of Earhart’s disappearance and will write a fictional piece based on only “facts” as if she has returned 20 years later.

4. Rationale:

My overall goals are important and worthwhile content and skills for my students to learn because students need to be able to understanding the difference between fact and opinion so that they learn to take what they read with a close eye and not believe everything as truth. This relates to their lives because media is everywhere, influencing them to believe things that may or may not be true. Students will be practicing descriptive skills and writing skills, as well as deciding what details are important to include and what details are opinions rather than facts. The lessons dive in deep about newspaper articles and what goes into creating them. Students don't read newspapers, but their brainwashed with other forms of media every single day. The lessons are worthwhile because students will be learning history and important life skills through literacy.

My objectives are important because they express what I want my students to walk away with by the end of the unit.

5. Assessments:

The final magazine will serve as the final assessment. How well they perform as news casters and how little bias is detected from other students' assessment of their performance. (Objective B; Objective D)

There will be mini assessments throughout the unit about vocabulary and spelling.

They will also be assessed on their Everyday Journal entries and their summaries of the *Number the Stars* chapters.

Everyday participation points and informal assessment will be done on class discussion, completion of worksheets about the story and discussion, and group work. (Objective A)

Assessment of student's summaries (they have done them before) to check for comprehension and listening skills. (Objective C)

6. Differentiated instruction:

To provide differentiation in the product of some of my students, I will allow those who might be slower at typing or finishing their ideas to come in early to school and use my laptop to type their newspaper articles. I may also let them plan the layout and the colors, but I will piece it together for them over the weekend before the Monday they perform. It shouldn't affect their performance because they will still have their original articles to practice off of.

To provide differentiation in process for some of my students, I will work one on one with them while they are writing articles. One of my students often has a hard time with tenses in her writing and leaves words out (which she inserts naturally when she reads it back to me as if the words were there). I will work with her to make sure she proofreads her writing well and understands what she needs to fix and why.

List the following for each lesson:	Instructional Format:	Ongoing Assessment:	Teaching Notes:
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<p>Day 1: Mon., Oct. 24</p> <p>Topic: Introduce the theme: What really happened?</p> <p>Objective: A, C</p> <p>Differentiated instruction -To accommodate students, I will provide time for students to work on their work and will walk around answering questions. We have no English Language Learners or students with IEPs in the class. There are also only 20 students, so it makes it easier to get to every student everyday.</p>	<p>Activities</p> <ul style="list-style-type: none"> -Everyday journal writing -My expectations of them while I am teaching: <ul style="list-style-type: none"> -You respect my time, I will respect yours. -Your best effort is expected: you be the best student you can be-I will be the best teacher I can be. -Mistakes are ok-as long as they're your own. We're all learning together. -When I am talking, you should be looking at me. -5 levels of voices -The music box -How to have a conversation: <ol style="list-style-type: none"> 1. Eye contact 2. No side conversation 3. Only one person talks at a time 4. Put aside distracting thoughts 5. Think to respond -Respond with 	<p>Assessment</p> <ul style="list-style-type: none"> -fully writing for allotted time while being creative and following directions: it's just a quick write every morning -student engagement and respect of information -Students will be keeping a reading log of <i>Number the Stars</i> which will show me comprehension of the story. They will have to write at least a paragraph for each chapter. They will have to include who, what, where, what, when, why, and how-similar to how they are going to have to write their news paper articles. With only the facts. -Participation points will be allotted daily. They will receive 20 points a day at most and will always start with 20-they can only lose them. 	<p>Materials</p> <ul style="list-style-type: none"> -Everyday journals -DSP page -<i>The Mysterious Cliff Dwellers</i> -<i>Amelia Earhart stories</i> -Spelling Packets -Vocabulary Words -<i>Number the Stars</i> -summary journals -WWII PPT
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	<p>phrases like...</p> <ul style="list-style-type: none"> - "I agree with...." - "I disagree with..." - "I want to add..." - "I want to connect to..." - or respond with a question - Include the name of who you are responding to <p>- Whole group read aloud about a native American group with a grand conversation about facts and opinions.</p> <p>- Introduction to student spelling and vocabulary words.</p> <p>- Group read aloud of <i>Number the Stars</i> followed by individual work after (summaries of chapters)</p> <p>- World War II PPT</p>		
<p>Day 2: Tues., Oct 25</p> <p>Topic: Fact vs. opinion; introduction to interviewing</p>	<p>Activities</p> <ul style="list-style-type: none"> - Everyday journal writing - Group read aloud- we will read it together as a class 	<p>Assessment</p> <ul style="list-style-type: none"> - fully writing for allotted time while being creative and following directions: it's just a quick write every 	<p>Materials</p> <ul style="list-style-type: none"> - Everyday journals - DSP page - <i>Amelia Earhart: First</i>

<p>Objective: A, C</p> <p>Differentiated instruction</p> <p>-To accommodate students, I will help students come up with interview questions. I will help them with their process and I will provide them a lot of scaffolding and modeling about interviews, as well as helping them dig into their prior knowledge because they have done interviews already.</p>	<p>(Amelia Earhart: <i>First Lady in Flight</i>)</p> <p>-What really happened in history? Think-Pair-Share and group discussion</p> <p>-Fact vs. Opinion group work activity</p> <p>-Mini-lesson on interviewing (they have done this already a few times-should be quick)</p> <p>-Group read aloud of <i>Number the Stars</i> followed by individual work after (summaries of chapters)</p>	<p>morning</p> <p>-student engagement and respect of information</p> <p>-good conversation and engaged in group work</p> <p>-Students will be keeping a reading log of <i>Number the Stars</i> which will show me comprehension of the story.</p> <p>-Participation points will be allotted daily</p>	<p><i>Lady in Flight</i></p> <p>-Amelia Earhart stories</p> <p>-Student reading books</p> <p>-Student reading journals</p> <p>-index cards (for interview questions)</p> <p>-<i>Number the Stars</i> summary journals</p>
<p>Day 3: Wed., Oct 26</p> <p>Topic: Introduction to newspaper articles</p> <p>Objective: B, C</p>	<p>Activities</p> <p>-Everyday journal writing</p> <p>-Individual vocabulary quiz</p> <p>-Sparkle spelling game – whole class activity to practice their spelling words</p> <p>-Mini lesson-what is included in a newspaper? How can we start our</p>	<p>Assessment</p> <p>-fully writing for allotted time while being creative and following directions: it's just a quick write every morning</p> <p>-student engagement and respect of information</p>	<p>Materials</p> <p>-Everyday journals</p> <p>-DSP page</p> <p>-vocabulary quizzes</p> <p>-list of spelling words</p> <p>-Chicago newspaper</p> <p>-Newspapers from Amelia Earhart</p> <p>-Newspaper template and pieces of newspaper-they can put</p>

	<p>first newspaper together?</p> <p>-Writing news articles: A family story and Amelia Earhart's preparation.</p> <p>-Group read aloud of <i>Number the Stars</i> followed by individual work after (summaries of chapters)</p>	<p>-students will be working toward having complete interrogative and declarative unbiased sentences that have a subject and a predicate that make up a detailed paragraph about a specific topic with an interesting beginning and a strong conclusion: rubric for overall project will be provided</p> <p>-Students will be keeping a reading log of <i>Number the Stars</i> which will show me comprehension of the story.</p> <p>-Participation points will be allotted daily</p>	<p>it together like a puzzle</p> <p>-Promethean Board</p> <p>-<i>Number the Stars</i> summary journals</p>
<p>Day 4: Thur., Oct 27</p> <p>Topic: Theories and Mysteries of History</p> <p>Objective: B, C</p>	<p>Activities</p> <p>-Everyday journal writing</p> <p>-Spelling test</p> <p>-Class discussion on the theories of Amelia Earhart's disappearance</p> <p>-Think-Pair-Share of mystery facts</p> <p>-Individual work:</p>	<p>Assessment</p> <p>-fully writing for allotted time while being creative and following directions: it's just a quick write every morning</p> <p>-student engagement and respect of information</p> <p>-students will be</p>	<p>Materials</p> <p>-Everyday journals</p> <p>-List of spelling words</p> <p>-Student reading books</p> <p>-Student reading journals</p> <p>-<i>Amelia Earhart: First Lady in Flight</i></p> <p>-<i>Amelia Earhart stories</i></p>

	<p>writing a news article: Amelia Earhart in flight</p> <p>-Group read aloud of <i>Number the Stars</i> followed by individual work after (summaries of chapters)</p>	<p>working toward having complete interrogative and declarative unbiased sentences that have a subject and a predicate that make up a detailed paragraph about a specific topic with an interesting beginning and a strong conclusion: rubric for overall project will be provided</p> <p>-Students will be keeping a reading log of <i>Number the Stars</i> which will show me comprehension of the story.</p> <p>-Participation points will be allotted daily</p>	<p>-<i>Number the Stars</i></p> <p>-summary journals</p>
<p>Day 5: Mon., Oct 31</p> <p>Topic: Details and the writing process</p> <p>Objective: B, C, D</p>	<p>Activities</p> <p>-Everyday journal writing</p> <p>-Class modeling of adding details to make writing more interesting</p> <p>-Paired activity for students to trade, share, and critique each other's work-peer editing: a peer review checklist and comment sheet</p>	<p>Assessment</p> <p>-fully writing for allotted time while being creative and following directions: it's just a quick write every morning</p> <p>-student engagement and respect of information</p> <p>-students will be working toward</p>	<p>Materials</p> <p>-Everyday journals</p> <p>-DSP page</p> <p>-Student reading books</p> <p>-Student reading journals</p> <p>-<i>Amelia Earhart: First Lady in Flight</i></p>

	<p>will be provided.</p> <p>-Writing a news article (the first page worthy article): 20 years later...Amelia returns...what happened?</p> <p>-Individually correcting articles 1, 2, and 3</p> <p>-Group read aloud of <i>Number the Stars</i> followed by individual work after (summaries of chapters)</p>	<p>having complete interrogative and declarative unbiased sentences that have a subject and a predicate that make up a detailed paragraph about a specific topic with an interesting beginning and a strong conclusion: rubric for overall project will be provided</p> <p>-Students will be keeping a reading log of <i>Number the Stars</i> which will show me comprehension of the story.</p> <p>-Participation points will be allotted daily</p>	<p>-<i>Amelia Earhart stories</i></p> <p>-Rubric for final project</p> <p>-<i>Number the Stars</i></p> <p>-summary journals</p>
<p>Day 6: Tues., Nov 1</p> <p>Topic: Conferencing and the writing process</p> <p>Objective: B, C</p>	<p>Activities</p> <p>-Everyday journal writing</p> <p>-Mini lesson on drafting (students have drafted before)</p> <p>-students decide which draft they're on and change their name depending on which part of the writing process they are on so I can</p>	<p>Assessment</p> <p>-fully writing for allotted time while being creative and following directions: it's just a quick write every morning</p> <p>-student engagement and respect of information</p> <p>-students will be working toward having complete</p>	<p>Materials</p> <p>-Everyday journals</p> <p>-DSP page</p> <p>-student reading journals</p> <p>-cups with popsicle sticks in it with the student's names on it: the cups are labeled <i>DRAFTING</i>, <i>PROOFREADING</i>, and <i>PUBLISHING</i>. Students will be able to move</p>

	<p>conference with them</p> <p>-individual conferencing while students are typing their articles and working on their articles</p> <p>-Group read aloud of <i>Number the Stars</i> followed by individual work after (summaries of chapters)</p>	<p>interrogative and declarative unbiased sentences that have a subject and a predicate that make up a detailed paragraph about a specific topic with an interesting beginning and a strong conclusion:</p> <p>rubric for overall project will be provided</p> <p>-Students will be keeping a reading log of <i>Number the Stars</i> which will show me comprehension of the story.</p> <p>-Participation points will be allotted daily</p>	<p>their sticks freely, letting me know when they need to conference and when they think they're finished.</p> <p>-<i>Number the Stars</i> -summary journals</p>
<p>Day 7: Wed., Nov 2</p> <p>Topic: Opinion article and other aspects to news papers</p> <p>Objective: B, C</p> <p>Differentiated instruction -To accommodate students, I will help some students with their typing if they work at a slower pace. I want</p>	<p>Activities</p> <p>-Everyday journal writing</p> <p>-Individual vocabulary quiz</p> <p>-Group read aloud of <i>Number the Stars</i> followed by individual work after (summaries of chapters)</p> <p>-Writing a news article: the opinion page</p>	<p>Assessment</p> <p>-fully writing for allotted time while being creative and following directions: it's just a quick write every morning</p> <p>-Students will be keeping a reading log of <i>Number the Stars</i> which will show me comprehension of the story.</p> <p>-students will be</p>	<p>Materials</p> <p>-Everyday journals</p> <p>-DSP page</p> <p>-Vocabulary quiz</p> <p>-<i>Number the Stars</i> -summary journals</p> <p>-cups with popsicle sticks in it with the student's names on it: the cups are labeled <i>DRAFTING</i>, <i>PROOFREADING</i>, and <i>PUBLISHING</i>. Students will be able to move</p>

<p>students to focus on the writing, not the typing and stress of finishing on-time, but I still want them to end with a neat project that they are proud of.</p>	<p>-the fun stuff: including all the other aspects into the newspaper (comics, funnies, crosswords, etc.)- finish for HW</p>	<p>working toward having many aspects to a newspaper included in their final draft, including other fun things that they have get to choose: rubric for overall project will be provided</p> <p>-Participation points will be allotted daily</p>	<p>their sticks freely, letting me know when they need to conference and when they think they're finished.</p> <p>-paper, markers, crayons, and pencils</p> <p>-computers</p>
<p>Day 8: Thur., Nov 3</p> <p>Topic: Conferencing about articles, and typing newspaper on the computer</p> <p>Objective: B, C</p> <p>Differentiated instruction -To accommodate students, I will help some students with their typing if they work at a slower pace. I want students to focus on the writing, not the typing and stress of finishing on-time, but I still want them to end with a neat project that they are proud of.</p>	<p>Activities -Everyday journal writing</p> <p>-Group read aloud of <i>Number the Stars</i> followed by individual work after (summaries of chapters)- FINISH (journals are due by Friday)</p> <p>-conferencing while students finish typing</p>	<p>Assessment -fully writing for allotted time while being creative and following directions: it's just a quick write every morning</p> <p>-Students will be keeping a reading log of <i>Number the Stars</i> which will show me comprehension of the story.</p> <p>-students must be typing, drawing, or conferencing with me</p> <p>-Participation points will be allotted daily</p>	<p>Materials -Everyday journals</p> <p>-DSP page</p> <p>-<i>Number the Stars</i> -summary journals</p> <p>-cups with popsicle sticks in it with the student's names on it: the cups are labeled <i>DRAFTING</i>, <i>PROOFREADING</i>, and <i>PUBLISHING</i>. Students will be able to move their sticks freely, letting me know when they need to conference and when they think they're finished.</p> <p>-Computers</p>

<p>I also plan on spending more time with some students than with others during the conferencing.</p>			
<p>Day 9: Fri., Nov 4</p> <p>Topic: Conferencing and typing newspaper on the computer</p> <p>Objective: B</p> <p>Differentiated instruction -To accommodate students, I will help some students with their typing if they work at a slower pace. I want students to focus on the writing, not the typing and stress of finishing on-time, but I still want them to end with a neat project that they are proud of.</p> <p>I also plan on spending more time with some students than with others during the conferencing.</p>	<p>Activities -Everyday journal writing -individual spelling test -conferencing, questions, and typing</p>	<p>Assessment -fully writing for allotted time while being creative and following directions: it's just a quick write every morning -students must be typing, drawing, or conferencing with me -Participation points will be allotted daily</p>	<p>Materials -Everyday journals -List of spelling words -cups with popsicle sticks in it with the student's names on it: the cups are labeled <i>DRAFTING</i>, <i>PROOFREADING</i>, and <i>PUBLISHING</i>. Students will be able to move their sticks freely, letting me know when they need to conference and when they think they're finished. -Computers</p>
<p>Day 10: Mon., Nov 7</p>	<p>Activities -Everyday journal writing</p>	<p>Assessment -fully writing for allotted time while</p>	<p>Materials -Everyday journals</p>

<p>Topic: Performing newspapers like true news anchors</p> <p>Objective: B</p>	<p>-Reading newspapers out loud while being videotaped-in a news broadcaster setting. Student watching will be filling out a peer review slip and will be grading each other on a variety of things, including bias.</p>	<p>being creative and following directions: it's just a quick write every morning</p> <p>-I will be assessing while peer assessing takes place for unbiased and creative news articles (focusing on the writing not the speaking)</p> <p>-Participation points will be allotted daily</p>	<p>-DSP page</p> <p>-Peer critique sheets</p> <p>-Grading rubric for each student</p>
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Part C: Develop Daily Lesson Plans

- Pre-assessment information
 - I will be giving all the students a written pre-assessment, and I will also be questioning their feelings informally during lunches when I eat with them and during other conversations throughout the day.
 - Questions
 - What do you know about newspapers?
 - What kinds of things do you think are included in newspapers?
 - What do you know about WWII?
 - What do you know about Amelia Earhart?
 - *There are other questions that students answered as well about writing and language arts in general that can be found in section A.
 - Collected Data:
 - Students do know about newspapers and in general can tell me a few things that are included in them. Only the boys have read newspapers (the sports sections). They girls generally agreed that magazines were better, and none had ever read one.
 - Things that students suggested could be found in newspapers were: food advertisements, things about space, everything about the world, sports, car sales, deaths of important people, the president, latest news, coupons, fashion, movie reviews, crimes, weather, games, interviews, job ads, and makeup.
 - Students who knew about Amelia Earhart:
 - 13 students said that they knew nothing about her at all, and some had not even heard her name.

- 5 students knew that she was a woman flier (2 of which knew from *The Night at the Museum* movie), and one knew a few things about her but had a few wrong as well.
- Things students knew about WWI: it was dangerous, many people were killed, many people did try to help others, people were shot and strangled, we won the war, it was a fight for freedom, it was a horrible war, refugees had to escape from their countries, one of the fiercest battles of all time, it was between Vietnam and America, and it was between Japan and America.
 - 4 students said they knew nothing about WWII and one said that they forgot
- Other assessments and information:
 - Scantron tests
 - All students took a scantron test at the beginning of the year. All students were at the meet level except for 2, one of which is below in all subjects.
 - How I used the pre-assessment to help plan my unit
 - This pre-assessment definitely shows me what my students know about the content and subjects that I am going to include in my lessons. While WWII is not the main focus of the lessons, it's a good thing to add in there for students to know about.
 - 3 daily specific lesson plans:

LESSON 1

Outline for a Daily Lesson Plan

Date: Monday, October 24, 2011 – DAY 1

Topic: Introduction to the theme: What really happened to Amelia Earhart? A focus on news papers and facts.

Objectives for today's lesson:

A-CC.6.R.I.3 – Key Ideas and Details: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

C-CC.6.W.3.d – Text Types and Purposes: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

Rationale:

This content is important and worthwhile because including content into reading and writing is very necessary if that content isn't being stressed otherwise in everyday plans. Including factual historical stories in the reading material provides students with a historical content that is fun (students like mysteries and making up their own stories) and provides that understanding and knowledge of historical events that students might not have known otherwise.

<p><i>Materials & supplies needed:</i></p> <ul style="list-style-type: none"> -Everyday Journals -DSP pages (20) -<i>They Mysterious Cliff Dwellers</i> -<i>Amelia Earhart stories</i> -spelling packets (20) -vocabulary flashcards (20) -<i>Number the Stars</i> -summary journals -WWII PPT 	
<p><u>Procedures</u></p> <p>• Introduction to the lesson</p> <ul style="list-style-type: none"> -When students enter, the question of the day and the assignments that need to be turned in will be posted on the board. <ul style="list-style-type: none"> -Question of the day: “To be surprised, to wonder, is to begin to understand.” -Students will do a quick-write in silence on what they think the quote means. <p style="text-align: right;">10 min</p> <ul style="list-style-type: none"> -My expectations and procedures from them. <ul style="list-style-type: none"> -You respect my time, I will respect yours. -Your best effort is expected: you be the best student you can be-I will be the best teacher I can be. -Mistakes are ok-as long as they're your own. We're all learning together. -When I am talking, you should be looking at me. -5 levels of voices -The music box <ul style="list-style-type: none"> -I will play a song a day to get them quiet. However much time is left over at the end of the days in a week add up-they amount of time left is how much recess time they get on Friday. This means that the faster they get quiet, then the more recess time they will get. Every time I have to play the music to get their attention, their recess shortens. -How to have a conversation 101. <ol style="list-style-type: none"> 1. Eye contact 2. No side conversation 3. Only one person talks at a time 4. Put aside distracting thoughts 5. Think to respond <ul style="list-style-type: none"> -Respond with phrases like... -"I agree with...." 	<p><u>Academic, Social and Linguistic Support during each event</u></p> <p>*We have no English Language Learners and no students with IEPs.</p> <p><i>Question of the day</i> will be written on the board and read aloud. This will be a silent time for students who need a moment at the beginning of the day to get in the mindset to learn.</p> <p>I will be very explicit with my directions so that students won't have to guess what I expect from them.</p>

<p>- "I disagree with..." - "I want to add..." - "I want to connect to..." - or respond with a question</p> <p>6. *Include the name of who you are responding to</p> <p>- The number game. - To practice how to have a conversation: students will attempt to say the numbers 1-20 in order. Students cannot repeat numbers or talk at the same time as another student-if they do, they all have to start over. - This shows students how to pay attention for when another student is about to talk so that people don't talk over each other or interrupt.</p> <p style="text-align: right;">20 minutes</p>	
<p>- Introduction - This unit we're going to be talking about <i>What really happened?</i> These are stories about mysteries or endings that are unknown. - While there are some mysteries that are made up and fictional, there are also real life mysteries that are exciting because they are unsolved and no one knows and no one may ever know what really happened. - I love to read mystery books because I love not knowing what is going to happen and having events change or twist. - Today we're going to read a nonfiction article that explains why and ancient Native American group build homes high in the cliffs of Colorado. - What is nonfiction? - What is a fact? -a statement that can be proven true or false - What is an opinion? -a statement about what someone thinks, feels, or believes - words that are a clue that a statement is an opinion: - think, believe, feel, perhaps, might, probably - listen for these words as I read</p> <p style="text-align: right;">10 minutes</p>	<p>Scaffolding and discussion about fact and fiction.</p> <p>Speaking</p>
<p>• OUTLINE of key events during the lesson - Read aloud: <i>Mystery of the Cliff Dwellers</i> - Students will make a "T" chart on their paper: a column for facts, and a column for opinions, and will list them as I read the story. The story is only 2 pages long and they all have a copy of it. - 2 opinions about why the ancient Anasazi moved from the mesa to the cliffs - To cultivate more farmland and for protection (3rd paragraph) - Katherine Warren's idea: fact or opinion? - they seem safe; opinion: because of "seem" (4th paragraph)</p>	<p>Directions will be spoken aloud as well as written on the board to cover different learning languages.</p>

<p>-one fact and one opinion about kivas: -fact: only men were allowed to go inside -opinion: maybe the men talked about the weather (6th paragraph) -Does the sentence, <i>But ancient people probably did not vanish</i>, state a fact or an opinion? Why? -opinion: “probably” (7th paragraph)</p> <p style="text-align: right;">20 minutes</p> <p>-Read together in large group: <i>First in Flight: This is an unsolved mystery full off both facts and opinions.</i> -Vocabulary and background information on flying airplanes -I will have volunteers read each date on the timeline and each small blurb about Amelia Earhart’s accomplishments. -Then we will go back over all the vocabulary words and what they mean. -Vocabulary Words: -<i>accomplish</i>-to succeed in doing something -<i>accounting</i>-a detailed narrative; a record of events -<i>aviation</i>-the operation of aircraft -<i>disappearance</i>-the state of having vanished -<i>inspiration</i>-a positive example that encourages others to attempt to reach their goals -<i>journal</i>-a personal record of events -<i>navigator</i>-someone who plans and records the course of a plane -<i>runway</i>-a strip of land where airplanes take off and land -<i>taxied</i>-moved slowly on the ground before taking off or after landing -<i>transmission</i>-a message sent by a radio -<i>the italicized words are words related to Amelia Earhart</i> -sabotage (pg. 8) -rationed (pg. 18) -specter -exasperation -imperious (pg. 39) -the rest of the words are words from <i>Number the Stars</i> -Students are expected to write each of these words in their reading journals in a sentence and with the definition. They are also expected to make flashcards with a picture.-They will do this as homework for tomorrow.</p> <p style="text-align: right;">15 minutes</p> <p>-<i>Number the Stars</i> Read Aloud -Throughout the week we are going to be reading <i>Number the Stars</i> by Lois Lowry. This book is about a ten year old girl, named Annemarie Johansen and her best friend, Ellen Rosen and their life</p>	<p style="text-align: center; vertical-align: middle;">Listening</p>
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<p>during World War II. –I asked you what you knew about WWII and you knew some stuff about it. After we start reading I am going to show you a PowerPoint about WWII so you can get a sense of it. This story takes place in Denmark, where Jews were being “relocated” to concentration camps. Ellen happens to be Jew. -I will read aloud pg. 1-17 and have the students clear off their desks and just listen to what I am reading, visualizing the events and emotions that take place. -After I am finished reading, students will complete summaries of the each chapter in their reading journals.</p> <p style="text-align: right;">40 minutes</p>	
<p>• Closing summary for the lesson -PowerPoint explaining facts about WWII and <i>Number the Stars</i> and final questions about the book and anything else-final summary of what we learned for the day.</p> <p style="text-align: right;">10 minutes</p> <p>-Students will spend the rest of the time working on their <i>Number the Stars</i> summary, their spelling packet, their spelling work in the reading pages, and their DSP page. -Spelling words: -fierce -sword -court -snarl -thorn -earth -skirt -chart -urge -yarn -whirl -mourn -rehearse -curb -earnest -starch -purse -birch -pierce -scorn -students are expected to write each of these words in their spelling notebooks in alphabetical order, write each in a sentence, and write the definition of each.</p>	<p>I will be walking around intentionally targeting specific students to check on who might need extra help or more questions answered.</p> <p>*The amount of time that I have allotted for each activity added up still leaves 25 minutes of leeway to backtrack, recover missed materials, and answer questions.</p>

<p>-Students must complete a spelling packet by the end of the week that consists of a word-search, each word three times, each word in cursive, and alphabetizing different word groups.</p> <p style="text-align: right;">30 minutes</p>	<p>I will respect the personalities and differences while assessing, paying attention to different ways quieter more introvert students learn.</p>
<p><u>Assessment</u></p> <p>-I will be looking for how much students are engaged in conversation about the theme and the first read aloud and how well they can use examples from the story in their discussion to analyze the story.</p> <p>-I will be looking for how well students summarize the chapters of <i>Number the Stars</i>.</p>	
<p><u>Reflection</u></p> <p>-Students struggled with the fact that I was teaching lessons differently that my mentor teacher at first. I kept a lot of things the same, like vocabulary words and spelling words and packets, so they expected them to be given at certain times of the day and were frustrated when they were given as homework in the end. Students responded really well to my expectations and procedures activity.</p> <p>-I actually planned on this lesson taking 3 hours, forgetting that there was a prep on Monday mornings, so I only had 2 hours to do the lesson. I had more than enough time and students.</p> <p>-All students were engaged, and no one appeared to be behind or not understanding. It was very teacher based at first with explanations and read-aloud. Students were engaged for the <i>Number the Stars</i> read aloud.</p> <p>-I gauged student performance on how engaged they are in conversations about expectations and about Amelia Earhart and <i>Number the Stars</i> as well as their summary and outline of the first two chapters that I read. Students all struggle a little with breaking down the summary into: who, what, where, why, when, and how, which I wanted them to do for one of the chapters to practice for newspaper writing.</p> <p>-I will re-teach any materials that students missed tomorrow when we recover Amelia Earhart and read her story. I will read it out loud and then have students reread it on their own and I will be able to walk around and test students understanding while they are reading.</p> <p>-If I were to teach this lesson again, I would make sure that all students have a copy of the <i>Number the Stars</i> book so read along with me. I think this would help students pay attention and not get lost. Also, then it benefits multiple learning styles. Students will be reading and listening at the same time.</p>	

LESSON 2

<p><u>Outline for a Daily Lesson Plan</u></p> <p><u>Date:</u> Monday, October 31, 2011 – DAY 5</p>
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Topic: Adding details and the writing process

Objectives for today's lesson:

- B-CC.6.W.2.b – Text Types and Purposes: Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
- C-CC.6.W.3.d – Text Types and Purposes: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- D-CC.6.W.4 – Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Rationale:

This skill is very important and worthwhile. It is the backbone of making writing more interesting and fuller. I have noticed that students write very dry and don't give important details that makes their story seem any different than anyone else's. This lesson will give them the opportunity to practice changing words around and adding more words and details to make simple sentences and dry paragraphs pop and encourage the reader to continue.

Materials & supplies needed:

- Everyday Journals
- DSP pages (20)
- spelling packets (20)
- vocabulary flashcards (20)
- Number the Stars*
- summary journals
- Student reading books
- Student reading journals
- Amelia Earhart: First Lady in Flight*
- Rubric for final project

Procedures

• Introduction to the lesson

- When students enter, the question of the day and the assignments that need to be turned in will be posted on the board.
 - Question of the day: Free write! Students can write whatever they want, however they want-but they must continue writing until I tell them to stop.
 - Students will do a quick-write in silence.
- 10 minutes
- Modeling and class activity of adding details to sentences to make writing more interesting
 - Students will watch and participate in a short presentation on adding

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*We have no English Language Learners and no students with IEPs.

<p>details to writing. -Students will individually work on page 125 in their students journals, and then will participate in a table group discussions on how their different paragraphs sound, even starting with the same basis, after each student has added their own details.</p> <p style="text-align: right;">10 minutes</p> <p>-Trade, Pair, Share -Students will trade their first article (family interview) with another student to proofread it. They will have 10 minutes to finish reading, proofing, and adding details to the articles, as well as discuss their ideas. -Students will fill out a peer edit evaluation of the article they are proofreading. -Students will trade their second article (Amelia Earhart’s preparation for flight) with another student to proofread it. They will have 10 minutes to finish reading, proofing, and adding details to the articles, as well as discuss their ideas. -Students will fill out a peer edit evaluation of the article they are proofreading. -Students will trade their third article (Amelia Earhart: during the flight) with another student to proofread it. They will have 10 minutes to finish reading, proofing, and adding details to the articles, as well as discuss their ideas. -Students will fill out a peer edit evaluation of the article they are proofreading.</p> <p style="text-align: right;">30 minutes</p>	<p><i>Question of the day</i> will be written on the board and read aloud. This will be a silent time for students who need a moment at the beginning of the day to get in the mindset to learn.</p>
<p>• OUTLINE of key events during the lesson -Writing Journal Article 4: The front page, main headline article – Amelia Earhart 20 years later -Students are going to come up with 10 interview questions that they might ask Amelia Earhart if she showed up 20 years after her disappearance. -Students will then answer the questions creatively, yet as realistically as possible to create a mock interview with Amelia Earhart. -Students will then take that interview and create a longer front page worthy article that will be the main focus of their newspaper.</p> <p style="text-align: right;">60 minutes</p>	<p>Writing</p>
<p>-<i>Number the Stars</i> Read Aloud -I will read aloud pg. 74-87 and have the students clear off their desks and just listen to what I am reading, visualizing the events and emotions that take place. -After I am finished reading, students will complete summaries of the each chapter in their reading journals.</p>	<p>Listening</p>

<p style="text-align: right;">20 minutes</p> <p>• Closing summary for the lesson</p> <p>-Students will turn and think-pair-share about two things that they learned about during the lesson and two things that they still don't understand. They will discuss what they don't understand and ask me if they can't figure it out, or help each other if one partner does understand.</p> <p>-Students will spend the rest of the time working on their <i>Number the Stars</i> summary, their spelling packet, their spelling work in the reading pages, and their DSP page.</p> <p>-Spelling words:</p> <ul style="list-style-type: none"> -Nazi -Kroner -Rabbi -synagogue -Star of David -swastika -Holocaust -editor -opinion -politics -restaurant -spreadsheet -Denmark -Hitler -Roosevelt -concentration camps -genocide -tantalize -contempt -rueful -sabotage -exasperation -imperious -World War II -tentatively <p style="text-align: center;">Vocabulary Words:</p> <ul style="list-style-type: none"> -Typhus -Stricken -Mourning -Staccato -Surge -Contempt -Tantalize -Conflict -Setting -Rueful -genocide -scapegoat <p>-students are expected to write each of these words in their spelling notebooks in alphabetical order, write each in a sentence, and write the definition of each.</p> <p>-Students must complete a spelling packet by the end of the week that consists of a word-search, each word three times, each word in cursive, and alphabetizing different word groups.</p> <p style="text-align: right;">30 minutes</p>	<p>I will be walking around intentionally targeting specific students to check on who might need extra help or more questions answered.</p> <p>*The amount of time that I have allotted for each activity added up still leaves 10 minutes of leeway to backtrack, recover missed materials, and answer questions.</p>
	<p>I will respect the</p>

<p><u>Assessment</u></p> <ul style="list-style-type: none"> -I will be looking for how much students are engaged in conversation about adding details -I will be looking for how well students summarize the chapters of <i>Number the Stars</i>. -I will be looking for how students are doing on their interview questions and answering to create a nonfiction news-article that appears unbiased. 	<p>personalities and differences while assessing, paying attention to different ways quieter more introvert students learn.</p>
<p><u>Reflection</u></p> <ul style="list-style-type: none"> -Today was slightly rough because it was Halloween and it was the day after the students had a long weekend. Students were dressed up and excited and my mentor teacher wasn't there, so we had a substitute and it all really threw the kids off. Students really enjoyed having a free write. They have always had prompts before, so this was a new stop for them to be able to write whatever they wanted. -Students had a lot of fun writing their own newspaper articles and making them creative. They definitely like the fictional writing better than the nonfictional writing. -My teacher had found enough <i>Number the Stars</i> books so that all students could have one to read along with. -Since I had students write a mock news interview with Amelia Earhart, some students had a hard time converting that interview into a news article, rather they just took the interview and many students put it into paragraph form. -If I were to teach this lesson again, I would give a better template for writing articles. I will give the students who struggled a mad-lib type of thing for students to fill out. 	

LESSON 3

<p><u>Outline for a Daily Lesson Plan</u></p> <p>Date: Monday, November, 7, 2011 – DAY 10</p> <p>Topic: Performing newspapers like true anchormen and anchorwomen</p> <p>Objective for today's lesson: B-CC.6.W.2.b – Text Types and Purposes: Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.</p> <p>Rationale : This is important and relevant to my students' lives because the news and media is around them everyday. They have requested that something fun and something to do with acting be a part of my lesson plans. Furthermore, students don't watch the news (although the boys do watch the sports), so this is a way to show them that it can be fun.</p>
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<p><i>Materials & supplies needed:</i></p> <ul style="list-style-type: none"> -Everyday Journals -DSP pages (20) -spelling packets (20) -vocabulary flashcards (20) -Peer critique sheets (380) -Grading rubric for each student (20) -makeshift -white button down dress shirt -tie 	
<p><u>Procedures</u></p> <p>• <i>Introduction to the lesson</i></p> <ul style="list-style-type: none"> -When students enter, the question of the day and the assignments that need to be turned in will be posted on the board. <ul style="list-style-type: none"> -Question of the day: Why is it important to know whether or not something you are reading is a fact or opinion? -Students will do a quick-write in silence. <p style="text-align: right;">10 minutes</p> -Mini whole class discussion on the importance of newspapers and understanding biases. <ul style="list-style-type: none"> -Can you believe everything you read? -What is a tip off that something you are reading is an opinion and not a fact? -I will in general ask students what they thought of the project and writing newspapers and if they think they are more interesting now that they know what goes into creating one. <p style="text-align: right;">10 minutes</p> <p>• <i>OUTLINE of key events during the lesson</i></p> <ul style="list-style-type: none"> -Students will receive a slip of paper for each student. They will have to critique what they hear and decide if it's unbiased, as well as write what they liked about the article. Students will be required to do one of these for everyone. Not only will they be paying attention, but they will be listening to the differences in each article, even though some of them are based on the same themes or topics. -At the same time I will be grading students reading of the articles. I will be looking at a copy as they read it and will be focusing on the writing rather than the reading, which is more for fun because one of the things that students said that they would like to do is perform. -Students will have to practice their article at home over the weekend. -Each student will perform whichever article that they think they did the best on. I will randomly pick an order of students to go ahead of time, 	<p><u>Academic, Social and Linguistic Support during each event</u></p> <p>*We have no English Language Learners and no students with IEPs.</p> <p><i>Question of the day</i> will be written on the board and read aloud. This will be a silent time for students who need a moment at the beginning of the day to get in the mindset to learn.</p>

<p>and it will be posted on the board so they know their order, but I will allow students who want to go first to go. They can dress up if they want to in what I bring, or they can bring their own clothes. I will video tape them and make a DVD of the videos to show in class. We will have picked a newspaper name and a TV show name. I will have a picture of the city on the promethean board so simulate the background on a news station, and a card board box to look like the news table.</p> <p>-Students will have the option of making a visual for their news presentation but it is not required. That is something that I will add on during a previous day if students finish too quickly and need something to do.</p> <p style="text-align: right;">150 minutes</p> <p>• <i>Closing summary for the lesson</i></p> <p>-Students will turn in the slips to me after each student goes. I will briefly check through them and then staple them together for the student to have at the end of everyone’s performances.</p> <p>-Students will spend the rest of the time working on their <i>Number the Stars</i> summary, their spelling packet, their spelling work in the reading pages, and their DSP page.</p> <p style="padding-left: 40px;">-students are expected to write each of these words in their spelling notebooks in alphabetical order, write each in a sentence, and write the definition of each.</p> <p style="padding-left: 40px;">-Students must complete a spelling packet by the end of the week that consists of a word-search, each word three times, each word in cursive, and alphabetizing different word groups.</p>	
<p><u>Assessment</u></p> <p>-I will be scoring students on their heading, byline, lead, body (who, what, where, when, why, how), 4 details, conclusion, unbiased content, and writing mechanics (spelling, grammar, and voice). I will also be paying a small attention to their performances. They will have a rubric from day one of all the things I will be assessing them on.</p>	<p>I will respect the personalities and differences while assessing, paying attention to different ways quieter more introvert students learn.</p>
<p><u>Reflection</u></p> <p>-Some students didn’t want to read when their stick was called, so I skipped them and came back. In the end they all read their favorite newspaper article to the class through a microphone and dressed like a news reporter which I video taped them. They said that they felt like a true news reporters and if they didn’t want to read at first, they did by the end.</p> <p>-No one struggle with reading. They all were fluent and did very well. A few read very quickly because they were nervous, but otherwise all went well.</p> <p>-If I were to do this lesson again, I would make sure I have the right amount of slips to give each</p>	

student before I taught it. The copy machine wasn't working, so I only had a few slips to give students and I had to cut up the rest of the skips as we went along. I had students peer reviewing each other and rating their performances.

Part D: Make a Unit Assessment Plan: Whole Class

All through this unit, I will be formally and informally assessing students' learning. There will be weekly vocabulary and spelling tests that students are required to take. There will be a variety of worksheets and activities for students to fill out during out discussions. There will be daily informal assessments of participation and cooperation during discussion and group work. There will be daily mini math, language, and writing practice worksheets that will be assessed. Students will save and collect their drafts to put it together as a portfolio in the end. Students will also be assessed on their daily Question of the Day quick writes and their summaries of *Number the Stars*.

The main assessment will be on writing. It will focus on the newspapers and making sure that students write accurately, factually, and completely unbiased, yet clear, creative, and interesting. A rubric will be provided breaking down what I am looking for into parts: heading, byline, lead, body (who, what, where, why, when, how), four details, and conclusion; as well as the other aspects including whether or not the articles are all unbiased, and the writing mechanics of the pieces: spelling, grammar, and voice. I will be assessing the newspaper as a whole, also, looking at creativity, colorfulness, the title, and the format. As a final part of the main assessment, will be a small performance score on their fluency and voice of their news broadcasting reading of their favorite article.