

EDU 320 – Synthesis Paper

Emily Richter

University of Mary

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This paper explains what I have learned and what content we have covered throughout this semester. It discusses what each module consists of, how it will be used in my classroom, and the artifact I created. Each artifact shows how the content from the modules would be incorporated into the classroom. The different modules have taught me to someday become a well-rounded student.

The Effective Teacher

The first module focused on the effective teacher. In this module, we talked about what goes into being an effective teacher and how teachers can affect the students they teach in the long run. Someday it will be important to look back and remember what I did and did not like doing during class. For example, I did not like when on tests, teachers would have the students change the false questions to make them into true statements. The artifact we created for this module was a reflection about a teacher that we admired and respected. This module and what we learned in this section will be used in my future classroom through talking with my students. I think that it will be important to get feedback about what the students do like, do not like, and what can be changed.

Understanding Your Students

In module two, we learned strategies to understand our students better. We talked about how each student is different. Thus, each student learns a different way. It will be important to know how the students in my classroom learn best. One method of differentiated instruction I would like to use in my classroom is flexible grouping. I think that if I would group together students who have the same interests or learning styles, the students would be able to take in more information. I would also use choice activities. This will give the students some

independence in the classroom. The artifact I created for module two was an art project. In this art project, the students would draw their names in bubble letters and would fill in their bubble letters with their top interests or some of their favorite things. This is an easy and fun art project that would allow me to get to know my students better.

Goals, Standards, and Objectives

In module four, we focused on writing goals, looking up standards, and writing objectives to go along with the standards we picked. When writing goals, a teacher needs to think what direction she/he would like to take the class. It will be important to relate the objectives that the teacher wrote back to the standards. In this module, we also learned how to create a lesson plan. We talked about what it is, why we do it, and how to overcome the hardest parts of creating a lesson plan. I will use the information I learned in this module in the classroom when creating lesson plans throughout the year. These lesson plans will help me stay consistent and organized. The artifact I created was a lesson plan about life cycles of plants and animals. This artifact was one of the first lesson plans I created this semester, therefore it was difficult in some parts.

Unit and Lesson Planning

This module focused on lesson planning and interdisciplinary planning. We worked on lesson planning. It is important to work on and perfect the differentiation part, and with each lesson plan we write, we come closer to doing that. I found it very interesting to learn about how a whole team of teachers will work together on a specific project. Interdisciplinary planning is a fun and effective way to engage the students. Someday, I would like to do this with my team of teachers. The students will be engaged and will reach the specific standards needed in each content. The artifact I created for this module is an interdisciplinary unit about planning a

vacation to Hawaii. In this unit, the students learned about volcanoes, the symbols of Hawaii, and how to budget for this specific trip.

Technology Integration in Instruction

In module six the lesson focused on how to include technology in our lesson plans and why that is important to do. Technology is an important part of our generation and has the opportunity to help teach children in a different way than directed instruction. Technology has the ability to help students with communication, knowledge-building, process skills, and interpretation skills. However, this all depends on how well the teacher can integrate it into the lesson. I will use technology in the classroom for many different reasons. One reason is to make the students more independent in their learning. The artifact I created for this module was a lesson plan with the integration of technology. In this lesson plan, I will give the students the basic knowledge they will need for the project they are going to create. Then, the students will need to use technology to find the information needed for their project. They will also use technology to create a presentation and present it to the class.

Questioning Strategies

In module seven, we learned about questioning strategies and how to ask the right questions. Questions are very helpful for many reasons. They help teachers check where the students are, they get the interest of the students, they encourage higher thinking processes, and they help structure or restructure learning. Questions can be either convergent, closed answer questions, or divergent, open ended questions. I will use the six questioning levels in my own classroom. These levels will help me form the correct answers to ask the students. The artifact I created for this module was a lesson plan that included questions based on the six levels of

cognitive complexity. This lesson plan helped me realize how most of the questions I was asking in my past lesson plans were convergent questions, which did not allow higher levels of thinking.

Teaching Strategies for Direct Instruction

In module eight we learned about direct instruction and indirect instruction. Direct instruction is a specific way to teach that involves a high pace and organization. It starts with explanations and examples, then leads to practice, which leads to feedback. A teacher will teach students in a presentation or rehearsal format. Direct instruction allows the teacher to check to see if the students understand the content. I will use direct instruction when the information is very complex for the students. After learning more about direct instruction, I found that this specific instruction does have a place in the classroom, however not all the time. The artifact I created for this module was a science lesson plan. The students will learn about the structure and properties of matter. I created a presentation and notes to go along with this artifact as well.

Teaching Strategies for Indirect Instruction

In module eight we learned how to teach students indirectly. Indirect instruction makes the student more independent, because it is mainly student-centered. This type of instruction encourages higher order thinking skills. I will use indirect instruction in my classroom to mix things up. I think it will be important for the students to work with each other and take their learning in their own hands. The artifact I created for this module was a lesson plan. In this lesson plan the students are creating their own businesses and running them for two days. After each day, they will be asked a certain number of questions about supply and demand. This way, the students will be able to understand the demands of running a business because they are actually doing it.

Assessing Learners

In module nine we learned how to assess learners in different ways. One part we focused on was how to write a test. We wrote true false questions, multiple choice, matching, completion, extended-response questions, and restricted-response questions. Each question aimed at a different part of blooms taxonomy. Therefore, it was important to make sure each part of blooms taxonomy is reached. I will use the information I learned in this classroom to make my own tests. This will allow me to make sure that the students fully understand the content. The artifact I created for this module was a test. It had each part of blooms taxonomy reached, and the questions varied from strength.

Conclusion

I have gained many insights through taking this course. Throughout this semester, I have taken away many important ideas. One of these is, how important it is to plan ahead to do complete lesson plans. Lesson plans help teachers stay ahead of the game and stay organized. Another take away is the different instructions a teacher can do, such as, direct and indirect. I have grown as a pre-service teacher with more respect to the people in the field. I did not realize how much time and effort it will take to plan ahead for each lesson. I also learned this through creating a test. I did not realize making a test would be so difficult, but it was because I wanted to make sure the students knew the material while still understanding the questions. Overall, this course has taught me an abundant amount of information needed to become a teacher someday.

References

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

Appendix A

Module 1 Reflection Paper

Throughout this paper, I will talk about different educators that have had a very big impact on my life. There were two specific educators who have shown me the importance of caring for their students both academically and personally. Quintilian says, “the living voice, as it is called, feeds the mind more nutritiously, and especially the voice of the teacher, whom his pupils if they are but rightly instructed, both love and reverence. How much more readily we imitate those whom we like.” These teachers relate to this quote through their love and reverence for their students each and every year.

Teachers

Throughout my years in elementary, middle, and high school, I have found two very special teachers. The first teacher was Mrs. Axtman or Patty. I had Patty for health careers my senior year of high school for two hours. Throughout this year, she quickly became one of my favorite teachers because of the way she cared for each student individually. She would ask questions pertaining to each student, making every student feel like someone cared. An example of this is when I had a volleyball game and Patty would ask how it. As an education major, I now realize what Patty was doing and why she did those small things. This is something that I want to recreate in my classroom. My goal is to get to know each student personally and be able to ask them those questions. Another positive thing that Patty did in her classroom was switching between group work, lectures, guest speakers, and hands-on work. All of these created a new and exciting learning environment. In my future classroom, I hope to imitate how she kept the learning environment new and fresh. This relates well to the quote from Quintilian, because Patty

feeds the mind of her students with the knowledge they need to know, while also showing them that someone is there and cares for them.

The second teacher that had a big impact on my life is Mrs. Anderson. Throughout the years, I have gotten the chance to observe her in the library as well as a classroom. She is an educator and friend who feeds me with love. She does this for every one of her students. One thing that Mrs. Anderson does well is to look for the bright side or funny side of things. I want to imitate in my classroom because it will help the class feel more comfortable and make it easier to develop a relationship with the students. Over the years, I have gone to Mrs. Anderson for answers as well as advice. She is a teacher that will always be there for me, even though I am not one of her current students. I hope to become a teacher that students feel comfortable coming to me and asking for advice. It is something that someone will never forget. Mrs. Anderson relates well to the quote because I have learned how to develop relationships that will last with students, while also teaching them the knowledge they need to succeed.

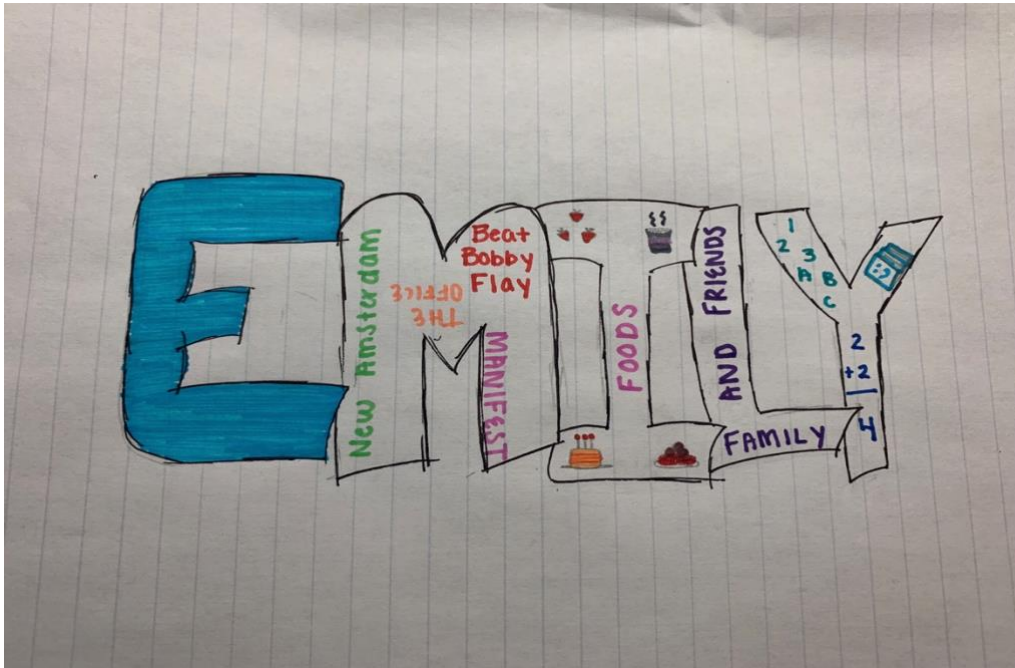
Conclusion

The two teachers I have written about, Patty and Mrs. Anderson, are teachers that I hope to imitate, both educationally and personally. Both teachers create an exciting and safe environment to learn. Patty and Mrs. Anderson have been able to develop relationships with their students that will always continue. These are the two things that I hope to imitate in my classroom. These teachers have solidified why I want to become an excellent educator because they taught me to put the students first.

Appendix B

Getting to Know Your Students Better

One way I will be having my students better is by having them complete a project on the first day of school. For this project, the students will grab a sheet of paper and be writing their name in bubble of block letters. Once that is done, I will ask the students to fill in those letters with their favorite foods, colors, movies, television shows, family members, friends, subject, activities, sports, and anything else they would like me to know about themselves. I will show them an example of what I created so they get an idea of what the project should look like. Once all the students are done, I will have them share with their partners or table mates and then if they are comfortable with the class.



Appendix C

<p>Grade: 3 Materials: notebooks, pencils, markers, soil, seeds, and pots</p>	<p>Subject: Science Technology Needed: Video</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<p>Standard(s) LIFE CYCLES 3.4.2. Describe the life cycles of plants and animals (e.g., birds, mammals, grasses, trees, insects, flowers)</p> <p>Objective(s) After this lesson, the students will describe and illustrate what happens in the plant life cycle. The students will examine and assess their class plant.</p> <p>Bloom’s Taxonomy Cognitive Level:</p> <ul style="list-style-type: none"> • Knowledge • Application • Analysis 	<p>Differentiation</p> <p>Below Proficiency: For the students who struggle with the material I will make sure to assign them to students who will understand the material fairly well for the class plant. If the students are having a hard time taking notes, I will print out my rock cycle diagram and give them that.</p> <p>Above Proficiency: For the students who understand the lesson, I will push them to try to understand another life cycle of an animal or something else.</p> <p>Approaching/Emerging Proficiency: The students are expected to take notes on their own and then participate and help any students who have questions in their assigned groups. They are also expected to answer questions at the end of the lesson.</p> <p>Modalities/Learning Preferences:</p> <p>Auditory: The students will listen to the diagram of the plant cycle and the video.</p> <p>Visual: The student will watch myself take the notes and take them also and will watch a video of the plant cycle.</p> <p>Kinesthetic: The students will be allowed to move around during the times I ask the students to talk to each other before I move on to the next part of the cycle.</p> <p>Interpersonal: The students will be placed in their assigned groups once done taking notes.</p>
<p>Classroom Management- (grouping(s), movement/transitions, etc.) The students will independently mimic what I am drawing on the board at their desk. Once done, the students will put away their notebooks and split into their assigned groups of 5. I will tell where each group will go, because I will have the pots all set up in the back of the room. Once done planting their plants, one student from each group will put their plant by the window. The students will clean up and when done they will go sit quietly in their desks.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) The students will be expected to have a notebooks, pencil, and markers for this lesson. They will be expected to work on their own while taking notes and work with their peers while in their group. They are expected to listen to the video and not talk to their neighbors during it. They are also expected to be engaged throughout the lesson, ask questions, and participate.</p>
<p>Minutes</p>	<p>Procedures</p>

<p>15</p>	<p>Set-up/Prep: Draw a picture of the life cycle of a plant with arrows pointing to the next part in the cycle. Set up the 4 different pots, the seeds placed besides, and the right amount of dirt on different tables in the back of the classroom. Make sure the window area is cleaned off, so the students will be able to place their pots there.</p>		
<p>10</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Ask the students these questions to engage them in the topic: How do plants grow? What are some things that plants need to grow? Show the students a video explaining the processes of the plant cycle.</p>		
<p>20</p>	<p>Explain: (concepts, procedures, vocabulary, etc.) The animal cycle will go first. The animal is going to be a duck. I will tell all the students to grab a notebook, colors, and a pencil. The students will mimic what I am drawing on the board and I will explain each part of the cycle as I go. The first part of the cycle is an egg. The second part when the baby duck hatches from the egg when it’s ready. The hatchling will turn into a chick from eating and growing bigger. Finally, the chick will become an adult chicken over time (about 3 months). I will ask the students if there are any questions, if not, I will tell the students to get up and get some water before the next part of this lesson.</p>		
<p>20</p>	<p>Explore: (independent, concrete practice/application with relevant learning task - connections from content to real-life experiences, reflective questions- probing or clarifying questions) The students will split up in their assigned groups of 5 or 4. I will explain what the students will be doing before they begin. The first part is filling the pot with dirt, then digging a hole and putting the seed into the hole. Next, the students will cover the seed with dirt and pour some water onto the seed. Once all the groups are done, one student will carefully carry the plant to their spot by the window. I will explain that they will be examining and describing what happens to the plant over the time it grows.</p>		
<p>5</p>	<p>Review (wrap up and transition to next activity): Once all the students have put their plants by the window, we will all clean up and wash our hands. When all the students are back in their seats, I will pull up a list of questions on the power point that the students will need to answer on a sheet of paper and will turn it in at the end of the day.</p>		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>Once I am done giving the lesson and drawing the cycle on the board. The students will be able to ask questions if they are confused. After every part of the cycle, I will make sure everyone understands or if I need to go in greater detail to explain it.</p> <p>Consideration for Back-up Plan: If taking the notes do not work, I will have a sheet of my cycle printed out where the students can add notes or highlight or color what is important.</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Summative Assessment (linked back to objectives)</p> <p>End of lesson: Once the lesson is done, I will explain the cycle once more and show the students that their plants are all in the first stage right now. I will also ask the students to answer questions on a sheet of paper.</p> <p>If applicable- overall unit, chapter, concept, etc.: Once the end of the chapter is done, I will have the students explain to me what happens in the plant cycle and animal cycle. I will also have them write a short paper about how their plant grew.</p> </td> </tr> </table>		<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>Once I am done giving the lesson and drawing the cycle on the board. The students will be able to ask questions if they are confused. After every part of the cycle, I will make sure everyone understands or if I need to go in greater detail to explain it.</p> <p>Consideration for Back-up Plan: If taking the notes do not work, I will have a sheet of my cycle printed out where the students can add notes or highlight or color what is important.</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson: Once the lesson is done, I will explain the cycle once more and show the students that their plants are all in the first stage right now. I will also ask the students to answer questions on a sheet of paper.</p> <p>If applicable- overall unit, chapter, concept, etc.: Once the end of the chapter is done, I will have the students explain to me what happens in the plant cycle and animal cycle. I will also have them write a short paper about how their plant grew.</p>
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Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

My partner gave me some ideas on what she thought could be better. The first one was integrating technology in some way, therefore I put a video in the beginning to engage the students in the topic. The second thing was explaining how the students will transition from one part of the lesson to the next in the classroom management section. Doing this will help organize the classroom and class better. The third thing was in my review, because I did not have any reflective questions or anything to wrap up the lesson with. I added some questions that the students will have to answer on a piece of paper and turn in at the end of the day. I also added the questions part in my summative assessment.

Appendix D

Brandon Plasch, Emily Richter, Casey McDonald

Grade: 4

Unit Topic: Vacations in Hawaii

Course/ Study: Interdisciplinary

Approximate Time: 1 week.

Main Purpose of the Unit: The purpose of this unit is to have the students become familiar with Hawaii, using Math, Science, and Social Studies.

Standards:

- (4.NBT.4) Fluently add and subtract multi-digit whole numbers to the one millions place using strategies flexibly, including the standard algorithm.
- ESS2.B: Plate Tectonics and Large-Scale System Interactions
 - The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features areas of Earth.
- ESS3.B: Natural Hazards
 - A variety of hazards result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions). Humans cannot eliminate the hazards but can take steps to reduce their impacts.
- 4.2.1 Identify the symbols that represent Hawaii

Performance Objectives:

- Making a budget plan to use in Hawaii.
- To calculate how much money, they will have to save, and how quickly they can save that money.
- Students will be able to describe how plate boundaries are involved in creating a volcano and why they erupt.

- Students will work in groups to explain and assess how humans can take steps to reduce the natural disasters impact.
- Students will be able to demonstrate their volcano erupting in their assigned groups.
- Students will be able to classify the state symbols of Hawaii.
- Students will work in groups to create a representation of the state symbols.

Content Outline:

- Math: Budgeting for the trip:
 - Hotel
 - Food
 - Plane Ticket
 - Vehicle
 - Other expenses
- Social Studies: Symbols that represent Hawaii
 - Flag
 - Tree (Candlenut)
 - Bird (Nene Goose)
 - Flower (Yellow Hibiscus)
- Science:
- Volcano and Plate Boundaries
 - Convergent Boundaries, Divergent Boundaries, Transform Boundaries
 - Shield Volcano, Cinder Cone, Composite Cone, Basaltic Plateaus
 - Show what Volcanoes are in Hawaii
- Volcanoes Eruption
 - Why volcanoes erupt
 - Different types of eruption: explosive and calmer
 - Model a Volcanic Eruption in their groups
- Taking Steps to Reduce Impact
 - The Destruction

- Not to build towns by the Volcano or on fertile soil
- Create a barrier wall
- Hazard Mapping

Procedures:

- Worksheet with Expenses written on it.
- Adding/Subtracting numbers with two decimal places.
- Independent Activities
- Group Activities
- Worksheet with the Different Volcanoes
- Independent Research
- Partner work

Instructional Aids and Resources:

- Calculator
- Internet for Research.
 - Poster board
 - Markers
 - Computers for research
- Model for Volcano
 - Clay
 - Markers
 - Baking Soda
 - Vinegar
 - Food Coloring
 - Paint
 - Bottle of Pop
- Powerpoint

Assessment:

- (Math) - Once given a timeline, students will turn in their expense reports after being given 3 times to be reviewed by a peer or myself. This will show myself that they have truly learned the standards I wished to address.
- (Social Studies) - After students research the symbols, and work together with a partner to make representations, they will present their projects in front the class.
- (Science) - After researching and learning about the volcanoes and plate boundaries, the students will create a Volcano in groups. The students will present in class and then have their volcano erupt. The students create a poster with their groups about some steps humans can take to reduce the impact of a volcano erupting. Once they are done, they will present in front of the class. This will show myself that the students have learned the standard about plate boundaries, volcanoes, and steps to reduce the impact of volcanoes.

Appendix E

<p>Grade: 3</p>	<p>Subject: Social Studies</p>
<p>Materials: Pencil, IPad, Paper</p>	<p>Technology Needed: IPad, Video</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<p>Standard(s)</p> <p>3.2.1 Explain the importance of the accomplishments of scientists and inventors (e.g. light bulb, automobile, discovery of electricity, computer, telephone)</p>	<p>Differentiation</p> <p>Below Proficiency: For the students who struggle with the material I will make sure to assign them to students who will understand the material fairly well. If the students are having a hard time taking notes, I will enlarge the text and print the notes out completely filled.</p>
<p>Objective(s)</p> <p>After this lesson, the students will identify and describe the importance of the accomplishments of scientists, inventors, and inventions.</p> <p>After this lesson, the students will design a presentation using their photos they took during the day of different inventions they saw and describe how the pictures relate to the earlier created inventions.</p> <p>Bloom’s Taxonomy Cognitive Level:</p> <ul style="list-style-type: none"> • Knowledge • Comprehension • Synthesis 	<p>Above Proficiency: For the students who understand the lesson, I will push them to try to learn more about the scientists and different inventions. These students will also be expected to help other students in their assigned group understand the material better.</p> <p>Approaching/Emerging Proficiency: The students are expected to take notes on their own and participate in the project and activities. They are also expected to take pictures of different inventions they see throughout the school. Students will participate in creating the presentation and giving it as well. They are expected to fill out the worksheet at the end of the day and come back with questions if they have any.</p> <p>Modalities/Learning Preferences:</p> <p>Auditory: The students will listen to me present the notes, the video, and the game in the beginning of class.</p> <p>Visual: The students will watch the video, take pictures using the IPad, and take notes.</p> <p>Kinesthetic: The students will be allowed to move around during the times where I ask students to turn to their neighbors and talk. They also will be walking around the school taking pictures.</p> <p>Interpersonal: The students will be placed in their assigned groups once done taking notes. They also will turn and talk to their neighbor.</p>
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>The students will begin by independently filling out the notes. Once done, I will call each of their assigned groups to go grab an IPad and sit quietly together where I assign them. The students will quietly go around the school to take pictures of objects they find interesting and I will be roaming around as well. I will tell the students to come back</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>The students will be expected to bring a pencil for this lesson. They will fill out their notes independently and quietly while I explain the notes to them. They are expected to quietly and respectfully walk around the school while they take pictures. They are expected to work with their peers</p>

<p>into the room and continue to work on their project in their assigned groups. Once done, one student will put the iPad away while the others clean up and put the desks back in the right position.</p>	<p>when creating the presentation and finally are expected to be engaged throughout the lesson, ask questions, and participate.</p>
<p>Minutes</p>	<p>Procedures</p>
<p>10</p>	<p>Set-up/Prep: I will get my notes ready to teach the students about scientists, inventors, and their inventions and print out the notes for the students. I will make sure that iPad are charged and ready to be used. Make the assigned groups and then assign them to a specific iPad. Pull up the video on the screen and make sure it is ready to play.</p>
<p>10</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) I will have the students sit in a circle and play the game telephone for 3 rounds. After the game telephone, I will ask, “What is an invention and inventor and the difference between them?” (Knowledge, Diagnosing and Checking) “Has anyone seen an invention?” “Can anyone tell me 3 inventions that they have seen before?” (Getting interest and attention) Once the students are sitting back in their seats, I will show them a video about the different inventions that have been created.</p>
<p>25</p>	<p>Explain: (concepts, procedures, vocabulary, etc.) Using the notes, I will introduce and explain the different inventors and their inventions they created. The students will be filling the out the holes in the notes, they will be highlighted in my PowerPoint. After I introduce each inventor and their inventions, I will tell the students to turn to their table partners and discuss how those inventions helped and influenced the world. Once done, I will ask the students to paraphrase about on inventor and their invention. (Recalling specific facts or information) (Comprehension) I will explain the invention of cameras – how they were created, who created it, how they have changed over the years, and how they helped the world.</p>
<p>30</p>	<p>Explore: (independent, concrete practice/application with relevant learning task - connections from content to real-life experiences, reflective questions- probing or clarifying questions) I will explain the project to the students and will share my expectations I have with them. After explaining the project, I will ask If the students if they have any questions about my expectations and the project. (Managing) I will ask them, “In your groups, can you produce a presentation using the pictures you have taken to see how inventions have helped in our daily lives?” (Synthesis) Once done, the assigned groups will be called out and I will tell one student to go get their assigned iPad. The groups will have 15 minutes to walk around the school in their groups and take pictures of the inventions that we have talked about. The students will come back into the classroom and continue to work in their groups. They will upload their pictures they took and explain in their presentation why they think each invention is an important part in our daily lives. If the students are stuck I will ask, “What would be your next step and where do you go from there?” (Structuring and Redirecting) “Can you use the pictures to describe how they have impacted your life?” (Application)</p>
<p>5</p>	<p>Review (wrap up and transition to next activity): Once all pictures are uploaded and the students have had time to work on their presentations, they will save them on their iPad/computer. The one student who grabbed the iPad will put it away, while the other students in the group are putting the desks back to where they found them. Before I give the students their worksheet I will ask, “How do you all feel about your presentation?” (Allowing expression of affect) I will have the students present their presentations the next day, however, they will have to write a paragraph about this question, “How do you think that inventions back then have changed to inventions</p>

<p>now?" (Higher level of knowledge) "Can you connect how the inventions you took pictures have relate to the earlier created inventions?" (Analysis)</p>	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson-clarifying questions, check-in strategies, etc.</p> <p>Once I am done introducing each inventor and their inventions I will have the students turn to each other and talk about that invention and how it has helped the world. After each inventor, I will ask, "What questions do you still have about this inventor?" The students will also have the opportunity to ask questions if they are confused at the end of the lesson.</p> <p>Consideration for Back-up Plan: If filling the notes out do not work, I will have notes that are already filled in, but the students will have to highlight the important words so they can still recognize what important words are.</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson: Once the lesson is done, I will review the different inventions and inventors. Then I will tell the class that I will not move on and give them their worksheet until 3 questions are ask. I will have the students show me where they are in their presentations and will have them complete a worksheet that is due the next day. After they finish their presentation I will ask, "Can you assess why these inventions were important for our daily lives?" (evaluation) "Why did you choose to take these pictures?" (allow expression)</p> <p>If applicable- overall unit, chapter, concept, etc.: Once the end of the chapter is done, I will have the students discuss the different inventions. They will also choose one invention and write a short paper about this invention.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): I wrote a new lesson plan and did not have time to have my partner give me feedback.</p>	

Appendix F

<p>Grade: 3</p>	<p>Subject: Social Studies</p>
<p>Materials: Pencil, IPad, Paper</p>	<p>Technology Needed: IPad, Video</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<p>Standard(s)</p> <p>3.2.1 Explain the importance of the accomplishments of scientists and inventors (e.g. light bulb, automobile, discovery of electricity, computer, telephone)</p>	<p>Differentiation</p> <p>Below Proficiency: For the students who struggle with the material I will make sure to assign them to students who will understand the material fairly well. If the students are having a hard time taking notes, I will enlarge the text and print the notes out completely filled.</p>
<p>Objective(s)</p> <p>After this lesson, the students will identify and describe the importance of the accomplishments of scientists, inventors, and inventions.</p> <p>After this lesson, the students will design a presentation using their photos they took during the day of different inventions they saw and describe how the pictures relate to the earlier created inventions.</p> <p>Bloom's Taxonomy Cognitive Level:</p> <ul style="list-style-type: none"> • Knowledge • Comprehension • Synthesis 	<p>Above Proficiency: For the students who understand the lesson, I will push them to try to learn more about the scientists and different inventions. These students will also be expected to help other students in their assigned group understand the material better.</p> <p>Approaching/Emerging Proficiency: The students are expected to take notes on their own and participate in the project and activities. They are also expected to take pictures of different inventions they see throughout the school. Students will participate in creating the presentation and giving it as well. They are expected to fill out the worksheet at the end of the day and come back with questions if they have any.</p> <p>Modalities/Learning Preferences:</p> <p>Auditory: The students will listen to me present the notes, the video, and the game in the beginning of class.</p> <p>Visual: The students will watch the video, take pictures using the IPad, and take notes.</p> <p>Kinesthetic: The students will be allowed to move around during the times where I ask students to turn to their neighbors and talk. They also will be walking around the school taking pictures.</p> <p>Interpersonal: The students will be placed in their assigned groups once done taking notes. They also will turn and talk to their neighbor.</p>
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>The students will begin by independently filling out the notes. Once done, I will call each of their assigned groups to go grab an IPad and sit quietly together where I assign them. The students will quietly go around the school to take pictures of objects they find interesting and I will be roaming around as well. I will tell the students to come back</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>The students will be expected to bring a pencil for this lesson. They will fill out their notes independently and quietly while I explain the notes to them. They are expected to quietly and respectfully walk around the school while they take pictures. They are expected to work with their peers</p>

<p>into the room and continue to work on their project in their assigned groups. Once done, one student will put the iPad away while the others clean up and put the desks back in the right position.</p>	<p>when creating the presentation and finally are expected to be engaged throughout the lesson, ask questions, and participate.</p>
<p>Minutes</p>	<p>Procedures</p>
<p>10</p>	<p>Set-up/Prep: I will get my notes ready to teach the students about scientists, inventors, and their inventions and print out the notes for the students. I will make sure that iPad are charged and ready to be used. Make the assigned groups and then assign them to a specific iPad. Pull up the video on the screen and make sure it is ready to play.</p>
<p>10</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) I will have the students sit in a circle and play the game telephone for 3 rounds. After the game telephone, I will ask, “What is an invention and inventor and the difference between them?” (Knowledge, Diagnosing and Checking) “Has anyone seen an invention?” “Can anyone tell me 3 inventions that they have seen before?” (Getting interest and attention) Once the students are sitting back in their seats, I will show them a video about the different inventions that have been created.</p>
<p>25</p>	<p>Explain: (concepts, procedures, vocabulary, etc.) Using the notes, I will introduce and explain the different inventors and their inventions they created. The students will be filling the out the holes in the notes, they will be highlighted in my PowerPoint. After I introduce each inventor and their inventions, I will tell the students to turn to their table partners and discuss how those inventions helped and influenced the world. Once done, I will ask the students to paraphrase about on inventor and their invention. (Recalling specific facts or information) (Comprehension) I will explain the invention of cameras – how they were created, who created it, how they have changed over the years, and how they helped the world.</p>
<p>30</p>	<p>Explore: (independent, concrete practice/application with relevant learning task - connections from content to real-life experiences, reflective questions- probing or clarifying questions) I will explain the project to the students and will share my expectations I have with them. After explaining the project, I will ask If the students if they have any questions about my expectations and the project. (Managing) I will ask them, “In your groups, can you produce a presentation using the pictures you have taken to see how inventions have helped in our daily lives?” (Synthesis) Once done, the assigned groups will be called out and I will tell one student to go get their assigned iPad. The groups will have 15 minutes to walk around the school in their groups and take pictures of the inventions that we have talked about. The students will come back into the classroom and continue to work in their groups. They will upload their pictures they took and explain in their presentation why they think each invention is an important part in our daily lives. If the students are stuck I will ask, “What would be your next step and where do you go from there?” (Structuring and Redirecting) “Can you use the pictures to describe how they have impacted your life?” (Application)</p>
<p>5</p>	<p>Review (wrap up and transition to next activity): Once all pictures are uploaded and the students have had time to work on their presentations, they will save them on their iPad/computer. The one student who grabbed the iPad will put it away, while the other students in the group are putting the desks back to where they found them. Before I give the students their worksheet I will ask, “How do you all feel about your presentation?” (Allowing expression of affect) I will have the students present their presentations the next day, however, they will have to write a paragraph about this question, “How do you think that inventions back then have changed to inventions</p>

<p>now?" (Higher level of knowledge) "Can you connect how the inventions you took pictures have relate to the earlier created inventions?" (Analysis)</p>	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson-clarifying questions, check-in strategies, etc.</p> <p>Once I am done introducing each inventor and their inventions I will have the students turn to each other and talk about that invention and how it has helped the world. After each inventor, I will ask, "What questions do you still have about this inventor?" The students will also have the opportunity to ask questions if they are confused at the end of the lesson.</p> <p>Consideration for Back-up Plan: If filling the notes out do not work, I will have notes that are already filled in, but the students will have to highlight the important words so they can still recognize what important words are.</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson: Once the lesson is done, I will review the different inventions and inventors. Then I will tell the class that I will not move on and give them their worksheet until 3 questions are ask. I will have the students show me where they are in their presentations and will have them complete a worksheet that is due the next day. After they finish their presentation I will ask, "Can you assess why these inventions were important for our daily lives?" (evaluation) "Why did you choose to take these pictures?" (allow expression)</p> <p>If applicable- overall unit, chapter, concept, etc.: Once the end of the chapter is done, I will have the students discuss the different inventions. They will also choose one invention and write a short paper about this invention.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): I wrote a new lesson plan and did not have time to have my partner give me feedback.</p>	

Appendix G

Grade: 2		Subject: Science	
Materials: Pencil, Paper, Highlighters		Technology Needed: PowerPoint, Video	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) PS1.A: Structure and Properties of Matter <ul style="list-style-type: none"> Different kinds of matter exist and many of them can be either solid, liquid, or gas, depending on temperature. Matter can be described and classified by its observable properties. 		Differentiation Below Proficiency: Above Proficiency: Approaching/Emerging Proficiency: Modalities/Learning Preferences:	
Objective(s) After this lesson, the students can describe and define what each property of matter is. After this lesson, the students can define what matter is.			
Bloom's Taxonomy Cognitive Level: Classroom Management- (grouping(s), movement/transitions, etc.)		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)	
Minutes	Procedures		
5	Set-up/Prep: Make sure I have copies of the notes Review my PowerPoint Set up the beginning video to set up a person		
10	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) I will ask the students, “What is everything made out of? What is matter?” I will then show them the video about matter and the properties of matter. After the video, I will ask them to have a conversation with their table mates about matter and what is made out of matter. While they are having a conversation, I will be handing out the notes.		
20	Explain: (concepts, procedures, vocabulary, etc.) I will begin the PowerPoint and the students will be filling into the notes. I will start with explaining what matter is and then go into explaining each property and what they consist of.		

	<p>After each property of matter, I will ask the students what some examples are and I will ask the students to paraphrase each property. I will have the students write all the examples we talk about into their notes.</p>	
<p>15</p>	<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>I will have some examples with me about each property and then I will have the students ask what other examples they see around the classroom. I will hand out a worksheet about the structure and properties of matter. If some students get done with their worksheet quicker than the others, they may read, do other homework they have, or play science games online.</p>	
	<p>Review (wrap up and transition to next activity):</p> <p>After the students have turned in their worksheets, I will ask the students for 3 questions and if some properties can change because of temperature. Once done, I will tell the students to clean their desk off so we can transition into a new activity.</p>	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson-clarifying questions, check-in strategies, etc.</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>In my reflections, all three of my evaluators expressed that I had met the components of the lesson. My evaluators states that they had liked my questions, visuals, video, and the fill in the blank notes. They said that the visuals and notes were very helpful, because they were about to learn about it in more than once (they would write it down, talk about it, and look at the visuals).</p>		

Appendix H

<p>Grade: 3</p>	<p>Subject: Social Studies</p>
<p>Materials:</p>	<p>Technology Needed:</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> Visuals/Graphic organizers <input checked="" type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<p>Standard(s)</p> <p>3.3.1 Identify ways families and communities cooperate and compromise (e.g., fundraisers, food pantries, living within your means) to meet needs and wants</p> <p>3.3.2 Explain how supply and demand affect personal economic choices (e.g., how scarcity forces people to decide which goods and services to obtain, what is given up in economic choices)</p>	<p>Differentiation</p> <p>Below Proficiency: For the students who struggle understanding the material and what supply and demand require I will allow time before and after class for a group to teacher discussion. Therefore, they can ask any questions they have or if they are struggling I can help.</p> <p>Above Proficiency: For the students who understand the material, I will push them to try to gain more money in their business. I will also have those groups help other groups that are struggling.</p>
<p>Objective(s)</p> <p>The students will be able to create their own business (or with a partner) that will break down how their economic choices affect others.</p> <p>The students will be able to choose what product they would like to buy with their money they receive from their business.</p> <p>Bloom’s Taxonomy Cognitive Level:</p> <p>Application and Synthesis</p>	<p>Approaching/Emerging Proficiency: The students are expected to understand supply and demand. I expect them to adjust their products and prices to what is selling well and what is not.</p> <p>Modalities/Learning Preferences:</p> <p>Kinesthetic: The students will be allowed to set up their “business” wherever they would like in the classroom. They will be on their feet for most of the lesson.</p> <p>Interpersonal: The students will have the option to work with another student.</p> <p>Intrapersonal: The students will have the option to work alone.</p> <p>Visual: The student will be able to watch what products are selling and not selling. They will also be able to see how other businesses are doing.</p>
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>The students will already have decided on if they would like to work alone or with partners. The students along with their partners will move the desks to how they would like them to be. The students will then begin the first day of business. Some students will not be “open” so they can shop. Once done, the students will gather all their supplies, put them away, move the desks back, and sit down quietly until we transition to the next subject.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>The students will be expected to be prepared for each day of business. They will need to have their products, money, and any other supplies for their day to run ready. They will be expected to move the desks around quietly and swiftly. They will be expected to stay on task and write their reflection right away when the business day is done. They are expected to be engaged throughout the lessons, ask questions, and participate.</p>

Minutes	Procedures
5	<p>Set-up/Prep:</p> <p>I will begin by printing out a handout for the students to write their reflection after each day of “business.” I will have the fake money printed out, cut out, and in piles ready to hand out to each person. The students will be have brought in their products already, which will be gathered in the back of the classroom ready for the students to come and pick up.</p>
20	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>I will ask the students to paraphrase what supply and demand affects everyday life. I will ask for three groups to explain how they are going to meet the needs of their business. The students will have time to get their business ready. They will be moving the desks, setting their signs up, and getting their products organized. The students will need to take inventory before they begin the day. Once all students are done, the business day will begin.</p>
25	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>The students will begin their first day of business. Each group will start with 500\$ and each person will start 150\$. Some students will be walking around, while they business is on “lunch break” so they can go and support and buy other things from their classmate’s businesses. Each group will take their break whenever they choose too. The students will decide on what they spend their money (massage, fruit roll up, root beer float, shoe cleaner). I will be walking around if any group has questions or is confused on what they should be doing.</p>
20	<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>Once the day is done, the students will take inventory on a piece of paper. This will show them what sold well, which they will need to replace and the products that didn’t sell well. The things that didn’t sell may be at too high of a price or they will need to lower the price so the product will sell. The products that sold well, the students need to think if they should raise the price or keep it the same. They then will talk in their groups and what went well, what didn’t, and what they will need to change to become successful for the next day. Each person will then write their thoughts on the handout in the front of the room and turn that in once they are done.</p>
15	<p>Review (wrap up and transition to next activity):</p> <p>The students will clean up their business, take everything down, and put the desks back to where they found them. They will clean up if they had made a mess. Once the students are done and sitting down in their seats, I will ask 3 groups to share how they thought their “business” day went. I will ask the students to turn and talk about what some needs and wants are for each business. I will tell them to talk about what are some thing you may want from another business, but do not need it. Once the students are done talking, I will ask them if they can explain how the needs and wants to relate to a real-life business? Can you connect how your business is doing affects your choices of what you want to buy? I will tell the final reflection for the next day so they can think about it. This will be due the next day when all the businesses are done. How do you think businesses have grown into chains? What needs to be done to done to allow this to happen?</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson-clarifying questions, check-in strategies, etc.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Once both days of this lesson is over, I will review the</p>

I will be walking around during their business day and will be answering any questions and asking each group different questions about their business. The students will have the opportunity to ask questions after the business day is done when they are doing their reflection. I will be looking at the inventory after the day is done to see if the students completed it.

Consideration for Back-up Plan:

If the students do not have their business ready, they will be able to just shop the whole day. However, they will not have the opportunity to shop the next day.

different concepts of wants and needs in a business aspect. I will also review the supply and demand and how it affects personal choices. I will ask the students certain questions that will start a class discussion on each day. On each day, I will ask the students to write a couple of sentences about what went well and what didn't.

If applicable- overall unit, chapter, concept, etc.:

Then finally, the students will have to write a reflection about how businesses grow into chains and what needs to be done to allow this to happen.

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

The person who gave me feedback told me that this is a very good indirect lesson plan. He told me add a final reflection to see how far the students have grown from just starting this the other day.

Appendix I

Grade: 4		Subject: Science	
Materials: Technology, Notes, Clay, Paint, Soda Bottle, Markers, Pencils, Cardboard, Baking Soda, Vinegar		Technology Needed:	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input checked="" type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: 	
Standard(s) <ul style="list-style-type: none"> • ESS2.B: Plate Tectonics and Large-Scale System Interactions <ul style="list-style-type: none"> ○ The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features areas of Earth. 		Differentiation Below Proficiency: Above Proficiency: Approaching/Emerging Proficiency: Modalities/Learning Preferences:	
Objective(s) <ul style="list-style-type: none"> • Students will be able to demonstrate their volcano erupting in their assigned groups. • Students will be able to describe how plate boundaries are involved in creating a volcano and why they erupt. <p>Bloom’s Taxonomy Cognitive Level: Application, Synthesis</p>			
Classroom Management- (grouping(s), movement/transitions, etc.)		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)	
Minutes	Procedures		
	Set-up/Prep:		

	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p>	
	<p>Explain: (concepts, procedures, vocabulary, etc.)</p>	
	<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>Review (wrap up and transition to next activity):</p>	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson-clarifying questions, check-in strategies, etc.</p> <p>The formative assessment will be questions about the groups specific volcano that each person in the group separately will turn in (however they can work together to answer these questions).</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>The students will be modeling a real-life volcano. They will be working in groups of two and together I will give them a list of volcanoes that they will be able to pick from. Each group will be doing a different volcano. Once the groups have decided what volcano they will create. They will go into a more in-depth research about the environment and history of the volcano (looking at what kind of eruption, how many times has the volcano erupted, the environment around the volcano). These questions will be answered together on a piece of paper, which will become a check point for the students. Once the questions are turned in and the students have an idea where to go next, they will begin to create the volcano. The students will need to keep notes of each step that they did to create the volcano. This will be turned in along with the volcano at the end of the project. I will give them a certain number of days to create the volcano in class. It will be important that the students get the environment correct around the volcano (If there is a forest, river, desert, mountains around the volcano it will need to be shown). Once all the students have completed the volcano, they will take turns of erupting and presenting their volcano in class. They will be graded on how they present, the knowledge they know, how they answer questions, the volcano, and the eruption.</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>		