

EDU 320 – Synthesis Paper

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EDU 320 – Synthesis Paper

Effective teaching centers around several themes that highlight and encapsulate in great detail in the ins and outs of quality use of curriculum, instruction, and assessment. As a pre-service teacher, I have illustrated, practiced, and planned how I will implement each of these themes into my future classroom.

The Effective Teacher

Description

The effectiveness of the teacher is one of the single most important factors in the success of a student. Effective teachers implement clear lessons, use instructional variety, and engage the students in the learning process. (Borich, 2010, p.7) Effective teachers make sure that the learners clearly understand the ideas they are teaching. Research has shown that more effective teacher offers a variety of instructional strategies, including differentiated instruction, group instruction, direct instruction, and technology integration. Teachers who are effective capture the attention of their students and keep them engaged with content that is presented in a way that is exciting and relevant to them.

Artifact

See appendix A for my paper on the INTASC standards that highlight what it means to be an effective teacher.

How it Will Be Used in Classroom

In my future classroom, being an effective teacher will begin with having an attitude of constant growth. I will continually push myself to develop new, effective, engaging models of instruction. For me, this means not getting comfortable and over-confident in strategies that have worked in the past. Being an effective teacher means I will constantly be looking for ways to be more engaging, presenting content in a variety of ways, and aiding my students in grasping difficult content.

Understanding Your Students**Description**

In order to become an effective teacher, a teacher must first get to know their students. Understanding your students makes teaching effectively, differentiating instruction, and developing appropriate routines and procedures possible. A teacher who understands their students is able to make sense of things like inconsistent scores, inattentive students, and abnormal behaviors. When a teacher understands their students, they begin to build a relationship with them, creating a safe, welcoming environment that supports learning at all times.

Artifact

See Appendix B for my “get to know you” tool.

How it Will Be Used in Classroom

In my classroom, I will begin the year by having my students fill out my “get to know you tool”.(appendix B). This will give me an idea of what my students interests are, as well as their areas of confidence and places they think they need to work on. This information will help

be to differentiate instruction and create effective lessons. Throughout the year, I want to create an environment where my students feel comfortable sharing with me. In morning meetings, my students and I will discuss how we are feeling that day. For students who might feel more apprehensive about sharing verbally, I will have a small discreet box on my desk where students can drop things they would like to share with me privately.

Goals, Standards, and Objectives

Description

Goals, standards, and objectives are essential parts of lessons plans that clearly map out the intended purposes and outcomes of the lessons. Standards are the systemized benchmark that students are to meet to be considered proficient in the content according to their grade level. Teachers design their lesson plans around these standards, using them to form the objective for the lesson. Standards are not usually met after a single lesson, but objectives are the goals that will be met by the end of that instructional period.

Artifact

See Appendix D for my lesson plan illustrating standards and objectives.

How it Will Be Used in Classroom

Goals, standards, and objectives will be used in my classroom as guiding points for learning but will not be the end all be all of success. The reality of education is that we often get students who have not yet reaches proficiency in the standards of the grades before. For this reason, teachers often have to augment objectives of heavily differentiate instruction to meet

their objectives. I will use my knowledge of standards to create objectives that are attainable, build upon each other, and support and challenge my students.

Unit and Lesson Planning

Description

Unit and lesson planning are the processes teachers use to organize and plan their instructional periods. Lesson plans are the small-scale intricate descriptions of what standards will be targeted, what objectives will be met, and the instructional strategies being used as well as assessments. Unit plans are the large-scale plans for a Unit, a big picture focus on certain content. Unit plans roughly describe what each lesson will highlight and the sequence of each lesson.

Artifact

See appendix D for my interdisciplinary unit plan.

How it Will Be Used in Classroom

I am a person that thrives when things are extremely organized and well planned-out. Therefore, lesson planning will be a regular part of my routine as a teacher. I find that reviewing and thinking deeply about the content I'm going to teach and the points I absolutely need to hit helps me to streamline my thinking process and really get comfortable before teaching. For the first couple years of my teaching career, I'm sure this is will still be the case. However, even as I get more comfortable teaching content, I want to always be implementing organized and sequential lessons that build on each other seamlessly.

Technology Integration in Instruction

Description

Technology integration is a very relevant and relatively new theme in the education world. Implementing technology into instruction has allowed for new levels of engagement among today's students. Technology provides an entirely new highly efficient medium for direct instruction, projects, homework, and assessments. Additionally, it provides an entirely new set of options for content differentiation and creative outlets. With the world moving towards a technology-based society, it's important that education evolves with the world and incorporates ways for students to become literate in technology.

Artifact

See appendix E for my lesson plan on technology integration.

How it Will Be Used in Classroom

In my classroom, I plan on integrating technology on a regular basis. From my time in classrooms, I have found that technology makes assessing and tracking students' progress, especially in math, incredibly efficient. For this reason, I will be implementing supplemental work on computer for math and reading. Additionally, I think that technology opens up so many amazing opportunities for students to express themselves. I will allow opportunities for my students to use programs like flip grid to create movies, podcasts, and songs as unit projects. Many students have a great interest in computers, so I wish to support these interests with opportunities for them to cultivate their skills in technology.

Questioning Strategies

Description

Effective questioning is one of the greatest tools for moving students into deeper levels of processing. Questioning strategies have a variety of purposes that range from recalling information, to redirecting and refocusing learning. Asking effective questions is one of the simplest ways to heighten engagement and walk students through their thought processes. Conversely, ineffective questioning can lead to students tuning out, and quickly forgetting information. For this reason, it's important to use varying forms of questioning strategies as to be constantly supporting the processing of the information being taught.

Artifact

See appendix F for my phonics lesson plan with highlighted questioning strategies.

How it Will Be Used in Classroom

In my classroom, I plan on not only using questioning strategies when I'm instructing my students, but also on encouraging them to use these strategies with each other during peer and group learning. Encouraging students to use these strategies with each other is not only a fantastic way for them to absorb information, but also to help them understand their own thinking processes. Eventually, I would hope that my students move into deeper levels of processing and make deeper connections through their own questioning as they age and develop academically.

Teaching Strategies for Direct Instruction**Description**

Direct instruction is one of the cornerstones of education at any stage, being the quintessential “lecture style” of teaching. Direct instruction strategies fall under 2 types with different outcomes. (Borich, 2010, p.252) Type 1 strategies focus on rules, facts and action sequences. The outcomes for type one instruction include but are not limited to, knowledge, comprehension, and application on the cognitive level. Type two direct instruction strategies focus on concepts patterns and relationships. The outcomes for type 2 instructional strategies include but are not limited to analysis, synthesis, and evaluation.

Artifact

See Appendix G for my direct instruction lesson plan.

How it Will Be Used in Classroom

At the elementary level, direct instruction is at the core of the curriculum. In the early grades, every lesson is presenting something absolutely new and absolutely essential. In my classroom I will implement both types of direct instruction. When using this type of instruction my greatest concern will be the engagement of my students. With elementary learners, its often very difficult to keep their attention for very long. For this reason, it’s important to incorporate engaging videos, humor, and relevant connections into the lecture.

Teaching Strategies for Indirect Instruction

Description

Indirect instruction is learning that happens “indirectly”, or without a lecture. These lessons are usually based around exploration, creation, and group work. Students are encouraged

to discover and record information from research, work in groups to discuss new topics, and create as a way of learning new content. Indirect instruction is often a highly engaging form of instruction that is used to capture the curiosity and creativity of students. This form of instruction is often referred to as being the constructivist approach, where students learn through experiences that are sequentially laid out by the teacher. (Borich, 2010, p.287)

Artifact

See Appendix G for my indirect instruction lesson plan.

How it Will Be Used in Classroom

In the elementary grades, sparking curiosity and encouraging exploration are at the forefront of instructional outcomes. In my classroom, I want to use a balance of both direct and indirect instruction to provide structured information for students explicitly, then give them opportunities to explore and reach deeper levels of understanding through their own experiences. To accomplish this I will offer lesson that incorporate activities like stations, research projects, and debated to allow my students the opportunity to have these learning experiences.

Assessing Learners

Description

Assessing learners is an essential part of education that allows teachers insight on the development of their students as well as areas they as teachers can improve in. there are two types of assessments, formative and summative. Formative assessments happen during the learning, and can be as simple as process monitoring and questioning. Summative assessments

are assessments that happen after the learning has taken place, such as test, essays, and performance assessments.

Artifact

See appendix H for my written test designed for a second-grade math class.

How it Will Be Used in Classroom

In my classroom, assessing learners will be a regular and essential process. However, I want to get away from traditional tests as often as I can and move towards for engaging and creative methods of assessing learners. For this reason I would like to use fun formative assessments like kahoot and word cloud, and summative assessments that allow my students to express themselves like performance assessments.

Conclusion

In this class, my eyes have been opened to the numerous qualities of an effective teacher, and effective instruction. As a preservice teacher, I have had the opportunity to study and observe each of the themes discussed in this paper. I have seen the great value in each of them. This class has helped me to make sense of the immense amount of information out in the world on what it means to be an effective teacher. I can go into my final year of teacher education with knowledge and skills that I will implement into my practicum, student teaching, and classroom teacher experiences. With the information and skills I have gained in this class I feel confident moving forward, understanding how to best use the strategies and supports to create an effective, engaging, and comforting learning environment for my future elementary class.

References

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

Appendix A


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Edu 320
Professor Cain
January 20, 2020

Standards and Objectives

1. The North Dakota English Language Arts and Literacy Content Standards were created by a committee established by the State superintendent of public instruction. The standards were created during a three-day process in which the old standards were reviewed, rewrote, and revised until the committee reached consensus on the quality of the new standards.
2. The English Language Arts and Literacy Standards are broken up into three main comprehensive groups, k-5 and 6-12, one for ELA, and one more for history, social studies, science, and technical subjects.
3. The Organization of the standards is broken into strands, with anchor standards in each strand. Each grade-specific standard corresponds with an anchor strand (the broader standard). Each grade-specific standard is labeled by their strand, grade, and number.
4. The Anchor Standards are broad standards that correspond with college and career readiness standards for Reading, Writing, and overall literacy.
5. The reading section of the English Language Arts standards is based on building a greater comprehension and understanding complexity in texts.
6. The Writing section of the English Language Arts Standards are based on the skills of identifying text types, responding to reading, and research.
7. The Speaking and listening portions of the standards are focused on communication, collaboration, and flexible language.
8. The Language portion of the English language Arts standards focus on developing vocabulary, conventions, and effective use of language.
9. The Standards were reevaluated to increase rigor to increase student achievement.
10. The standards are broken up between k-5 and 6-12 because the standards for k-5 reflect that most of the instruction will be coming from one teacher.

Appendix B

	<p>MY STORY</p> <p>NAME: _____</p>
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<p>YOUR STORY A LITTLE ABOUT YOU</p> <p> _____ _____ _____</p> <p>DRAW YOU!</p>	<p>DRAW YOUR FAMILY</p> <p></p>
<p>WHAT ARE SOME OF YOUR HOBBIES?</p> <p>_____ _____ _____ _____</p>	<p>WHAT ARE YOUR FAVORITE THINGS?</p> <p>_____ _____ _____ _____</p>

<p>WHAT ARE YOU MOST EXCITED FOR THIS SCHOOL YEAR?</p> <p>_____ _____ _____ _____ _____ _____ _____ _____</p>	<p>WHAT SUBJECTS DO YOU WANT TO IMPROVE ON?</p> <p>_____ _____ _____ _____ _____</p>
	<p>WHAT'S A FUN FACT ABOUT YOU?</p> <p>_____ _____ _____</p>

Appendix C

Lesson Plan Template					
<p>Grade: 2</p> <p>Materials:</p> <ul style="list-style-type: none"> • Fluency Poster "Cheer" <p>Instructional Strategies:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <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) </td> <td style="width: 50%; vertical-align: top;"> <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 </td> </tr> </table>	<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)	<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>Subject: English Language Arts</p> <p>Technology Needed:</p> <ul style="list-style-type: none"> • Computer • Projector <p>Guided Practices and Concrete Application:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <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: </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic </td> </tr> </table>	<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:	<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<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)	<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				
<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:	<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic				
<p>Standard(s)</p> <p>2.RF.4a Read grade level text with purpose and understanding.</p> <p>a. Read grade level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>2.SI.1a Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>Differentiation</p> <p>Below Proficiency: During the very first part of the lesson, I will ask questions to access prior learning to students below proficiency, in order to insure understanding. For example, "who remembers what it's called when we change the way we speak when we're reading?", and similar questions to establish terms before starting new concepts.</p> <p>Above Proficiency: I will ask questions geared towards students of higher proficiency that involve transferring the skills of inflection and intonation. "When else might we use inflection and intonation?", additionally, I will call on these students to demonstrate the skill. Example: "can you read this phrase with the correct stress, using clues from the text".</p> <p>Approaching/Emerging Proficiency: For students just approaching proficiency I will ask "I wonder" question to urge a response showing understanding. If the students seem to be struggling with these questions, I will say "That's very good thinking, but is there any other way we could think about this?"</p> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual Intelligence: The Fluency Poster "cheer" provides a written visual for the students follow along with. • Musical Intelligence: Students will be asked to change the pitch of their voice depending on the clues in the text. • Auditory intelligence: Students will be asked to listen to the difference between texts read with and without stress. • Linguistic Intelligence: Students will be demonstrating conversational skills, as well as reading with expression using clues from the text. • Interpersonal Intelligence: Students will be evaluating what kind of stress sounds best for conversation. Additionally, they will be turning to talk to their neighbor. • Logical Intelligence: Inferences from the text will be used to make decisions on how the student will change their voice to reflect the tone of the text. 				
<p>Objective(s)</p> <p>By the end of the lesson students will apply their knowledge of inflection and intonation by comparing a chant read with stress to a chant read with no stress during group discussion.</p> <p>Bloom's Taxonomy Cognitive Level: analyzing</p>	<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> • Large Group Discussion <ul style="list-style-type: none"> • Active listeners. • Voice level 0 when others are talking. • Raise hands to talk "no blurting" • Turn and Talk 				
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> • Large Group Discussion <ul style="list-style-type: none"> • Active listeners. • Voice level 0 when others are talking. • Raise hands to talk "no blurting" • Turn and Talk 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> • Large Group <ul style="list-style-type: none"> • Students are expected to be active listeners. • Students are required to use a voice level 0 when others are talking. 				

Lesson Plan Template

<ul style="list-style-type: none"> • Active listeners. • Respectful communication • Transitions <ul style="list-style-type: none"> • "One, two, three eyes on me." • "Come back to me in three, two, one." • Groupings <ul style="list-style-type: none"> • Turn and talk with a neighbor on the carpet • Safe hands and safe body 	<ul style="list-style-type: none"> • Students are required to have "safe hands" and "safe bodies" (sitting crisscross, keeping hands to ourselves) • Students are required to raise their hands when they have questions. No "blurring" • Turn and Talk <ul style="list-style-type: none"> • Students are expected to talk at a voice level 1 when turning to talk to their neighbors • Students are to take turns talking • Students are required to be respectful and kind • Transitions <ul style="list-style-type: none"> • Students are expected to have a voice level zero during transitions • Students are to be doing their "jobs", preparing for the next activity.
Minutes	Procedures
1	Set-up/Prep: <ol style="list-style-type: none"> 1. Prepare the Fluency poster on the laptop and have it on standby ready to display on the projector.
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ol style="list-style-type: none"> 1. Say "We have learned about how we change our voices when we read. Does anyone remember what it's called when we change the way we speak when we read?" Wait for response, "Inflection and Intonation". 2. Say "Sometimes we change the volume of our voice, which means sometimes we speak softer or louder. Other times we change the tone of our voice to go higher or lower, and this is called pitch." 3. Say "and sometimes we emphasize words when we read, does anyone remember what this is called?" wait for response "stress." 4. Ask "Can anyone think of cases which we would want to stress different words when we read?" Wait for responses 5. With the responses, stress that we can use clues from the text like what the characters say to know when were supposed to stress certain words.
5	Explain: (concepts, procedures, vocabulary, etc.) <ol style="list-style-type: none"> 1. Say "So when we're reading, there are lots of different times that we might want to add stress on certain words. For example, when we're reading a joke, why might we want to stress certain words?" (wait for response, to make the joke funny) 2. Ask "What about a song or a poem? Why might we add stress to some of those words?" wait for response (to keep rhythm, and to emphasize rhymes.) 3. Ask "What about dialogue? When might be stress words when reading a conversation between two characters" Wait for response (stress important ideas or showing excitement, or questioning)? 4. Say "good readers use stress to emphasize certain words to show the meaning and patterns in text. Good readers don't read like robots. (say this like a robot) they read with expression!" (say with expression)
7	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ol style="list-style-type: none"> 1. Display the fluency poster on the projector 2. Explain "This is special kind of rhyme called a cheer. Have you guys ever done a cheer before?" 3. Say "With a cheer, rhythm is super important, which is why <u>its</u> important to add stress to certain words. In this particular cheer, we want to add stress to the first word <u>u</u> the line. This makes the cheer make way more sense 4. "Does anyone see any other clues in this cheer that might tell us to add stress?" Wait for students to acknowledge the exclamation point. 5. Now, read the chant, putting emphasis on the first and last words of each line. 6. "Say, now I'm going to read the chant again, see if you can tell the difference" Now, say the chant in a monotone way. 7. Ask "With your neighbor, turn and talk about what you thought about the two times I said the cheer, which one did you think was more interesting as a listener and why? Compare the different ways I gave the cheer" "you have 1 minute" 8. Call the students back "Alright come back to me, 1,2,3" 9. Ask "What are some of the things you discussed with your neighbor?" (wait for responses) 10.
2	Review (wrap up and transition to next activity): <ol style="list-style-type: none"> 1. Finish up by solidifying that listeners like hearing different inflection and intonation, its more interesting! 2. Say "later during our rotating stations we will introduce our reader's theatre for the week and can practice our inflection and intonation skills!" 3. Say, "alright now boys and girls we're going to transition to our phonics lesson for the day."

Lesson Plan Template

<p>Formative Assessment (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. During the lesson, look for responses to questions asking for vocabulary words and concepts previously introduced. Pay special attention to the responses to the question asking how the students compared the two different readings of the cheer. Look for clear responses of the differences between the two readings, and why the one with stress sounded better as a listener. If the students are struggling with this, use leading questions to encourage their acknowledgment of the importance of stress. Ex. "what sounded different?"</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Because the culmination of the lesson is the comparing of the two readings of the chant, the summative assessment will be evaluating their comparative Responses. Did the students identify why one reading sounded better? Did they relate the difference back to stress? Did they use terms like "stress", "inflection", and "intonation"?</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	

BLM 1

Name _____ Date _____

Setting/Pacing	Pacing	Inflection/Intonation	Pacing	Expression
<p>Cheer</p> <p>California oranges, Texas cactus, We think Your team Needs some practice.</p> <p>Put 'em in a high chair, Feed 'em with a spoon. Come on, team, Let's send 'em to the moon!</p>				

Benchmark Literacy • Grade 2 • Unit 6/Week 3

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Appendix D

History/Social Studies : Hannah Carr

Reading: Megan Jangula

Math: Maria Wirtz

Art: Hannah Clark

Fourth Grade Art, Reading, Math, History/Social Studies - North Dakota

Grade: 4

Unit Topic: North Dakota

Course/Subject: Interdisciplinary

Approximate Time Required: Three Weeks

1. Main Purposes of the Unit

- a. *History Social Studies* - Understand history of the statehood North Dakota, its geography, and its native peoples.
- b. *Reading* - The purpose of this unit is to have students understand events, procedures, ideas, and concepts in a historical, scientific, or technical text.
- c. *Art* - Students will understand culture, community, and traditions of North Dakota through art
- d. *Math*- Students will understand measurement units and time used in North Dakota.

2. Standards

- a. (Art) VA:Cn10.4 Create works of art that reflect community cultural traditions.
- b. (*History/Social Studies*)
 - i. 4.H.8 Explain how individuals contributed to the United States throughout different historical eras using primary and secondary sources.
 - ii. 4.H.5 Describe multiple causes and effects of contemporary global events and developments in relation to North Dakota
 - iii. 4.H.10 Describe the events and developments that led to the statehood of North Dakota.
- c. (*Reading*) 4.RI. 3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- d. (*Math*) 4. MD. 1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb., oz.; l, ml; hr., min., sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.

3. Performance Objectives

The student will be able to:

- a. Art - Students will understand the community of each county of north Dakota by the end of the three weeks by modeling the Big Animal that represents that county and writing a visual report on its history.
 - Students will discover Native American art by the end of three weeks and understand how this art represents the Native American culture and each

Appendix E

Lesson Plan Template

Date: _____



Grade: 3rd grade		Subject: English/Language arts	
Materials: Flip Grid, Book talk checklist sheets		Technology Needed: Flip Grid, 1-to-1 Laptops	
Instructional Strategies:		Guided Practices and Concrete Application:	
<input checked="" type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Other (list)		<input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list)	
Standard		Universal Design for Learning	
Describe characters in a story (e.g., their traits, motivations, or feelings) and their actions.		Below Proficiency: <ul style="list-style-type: none"> Freedom of book choice Provide individual clarity of terms used in the checklist Provide assistance with organizers Checklist provided and read aloud 	
Objective		Above Proficiency:	
By the end of the lesson, students will describe a main character in a story, traits, motivations, and feelings in relation to the plot by creating a 1-minute oral video report on flip grid.		<ul style="list-style-type: none"> Freedom of book choice Assist with additional criteria they could include (conflict, character relationships, personal growth) 	
Bloom's Taxonomy Cognitive Level: Create		Modalities/Learning Preferences:	
		<ul style="list-style-type: none"> Visual: Video recording example, graphic organizers, checklist provided. Auditory: auditory example and instructions from teacher, read-aloud checklist Kinesthetic: video recording involving expressive, drawing using graphic organizers movement appropriate to speeches. Tactile: computer use, graphic organizers 	
Classroom Management- (grouping(s), movement/transitions, etc.)		Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)	
<ul style="list-style-type: none"> Transitions <ol style="list-style-type: none"> Voice level 0 Moving safely and carefully Transition on the cue "break" Attention to the teacher with "Come back to me in 3, 2, 1" Technology <ol style="list-style-type: none"> Carefully get computer from carts Walk slowly with technology Put computers back charging in the carts Hand signals <ol style="list-style-type: none"> Raise hand with specific signal denoting if it's a question, bathroom, or water concern. (poster explaining) 		<ul style="list-style-type: none"> Group Instruction zone <ol style="list-style-type: none"> Voice level 0 Hands to self Raise hand for questions Technology <ol style="list-style-type: none"> Safely retrieve and return technology to and from cart Walk slowly with technology Always ensure technology is charging when returned. Independent work <ol style="list-style-type: none"> Be on task Quiet working, voice level 0 unless otherwise specified Don't distract your neighbors Work on catch-up work when finished before end of time 	
Minutes	Procedures		
	Set-up/Prep before lesson: -Print out copies of Character Talk checklist - Set up page for Flip-grid Submissions		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest / generate questions, etc.)		

Lesson Plan Template

Date: _____

5	<ol style="list-style-type: none"> Say "Okay boys and girls, were going to do something really special and different today! Who remembers last month when we all did book talks in our small groups?" wait for recognition responses Say "So today were going to do something similar, but instead of book talks, we're going to do something called character talks. Using context clues, who has any idea what character talks might be?" Wait for responses. Depending on responses clarify what book talks are. "That's just right! Character talks are when <u>were</u> going to be giving short "speeches" on a favorite character from a book we're reading! But this time boys and girls, instead of presenting to each other in small groups, you all are going to record yourselves giving your character talks on video!" Show students video example, recording done by you the teacher. Example is a character talk on "Despereaux from the <i>Tale of Despereaux</i>" the book we had been reading as a class. 		
6	<p>Explain: (teacher-led)</p> <ol style="list-style-type: none"> Close the video and say "So boys and girls, you are going to be making 2-minute videos just like this about your favorite character from a book you've read this year! What are some things you might want to talk about in your videos?" wait for responses and encourage correct answers and provide clarity. (students at this point will have used flip grid several times in different lessons.) "I've created a page on flip grid that you will be able to see as soon as you log in using your school username and password. If you need help finding the page or posting it or anything, remember to ask a friend first, and then if you need my help and you really can't figure it out, raise your hand with the question signal" ask all students to return to their seats to give further instructions. Remind them of transition expectations if needed "Voices at a level zero, this is a transition." Ask paper passer to aid in passing out the character talk checklist and wait until all students are quietly seated with a copy. Say "Now boys and girls, looking over the character talk checklist, this is very similar to our book talk checklist. This means that your character talks must include all the things on that sheet. Follow along as I read..." Read the items on the checklist. <ul style="list-style-type: none"> Title of Book Author of Book Character Name 3 or more-character traits Their part in the plot (at least 1 statement) Their motivations or feelings (at least 1 statement) Now, are there any questions about what we're doing here?" wait for questions and provide clarity if needed. 		
23	<p>Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences)</p> <ol style="list-style-type: none"> Now students, when I say <u>lets</u> get to work, I want each of you to find a quiet space in the room to work on your <u>videns</u>. <u>Use</u> level 1 voices, and get your computers carefully. You will have 20 minutes to come up with what you're going to say and record your video. It would be really smart to plan our what you're going to say either by writing bullet points or even using a graphic organizer. But I don't want you to write our exactly what you're going to say." "Let's get to work" Put on a timer on the projector so students can see. "If you finish early, please work on catch-up work, or read to self." Walk around answering questions and aiding students when needed. 		
5.	<p>Closure (wrap up and transition to next activity):</p> <ol style="list-style-type: none"> When the timer goes off "Alright students at this time we're going to stop working on this project so when I say "break", lets quickly, quietly and safely Transition back to our seats, putting our laptops away." Add "if you are not finished, you will have an opportunity during rotations later today and tomorrow to complete your video, so don't stress." "remember our voice level when we are transitioning, and break. Allow students to transition back to their seats for the next activity, reminding them of procedures if needed. 		
<table border="1" style="width: 100%;"> <tr> <td data-bbox="354 1570 917 1753"> <p>Formative Assessment: (linked to objective, during learning)</p> <ul style="list-style-type: none"> Progress monitoring throughout lesson (document of student learning, data collection) Teacher will view the video submissions to asses for the following criteria (as listed on the Checklist given to the student) <ol style="list-style-type: none"> Title of Book </td> <td data-bbox="917 1570 1477 1753"> <p>Summative Assessment (linked back to standard, END of learning)</p> </td> </tr> </table>		<p>Formative Assessment: (linked to objective, during learning)</p> <ul style="list-style-type: none"> Progress monitoring throughout lesson (document of student learning, data collection) Teacher will view the video submissions to asses for the following criteria (as listed on the Checklist given to the student) <ol style="list-style-type: none"> Title of Book 	<p>Summative Assessment (linked back to standard, END of learning)</p>
<p>Formative Assessment: (linked to objective, during learning)</p> <ul style="list-style-type: none"> Progress monitoring throughout lesson (document of student learning, data collection) Teacher will view the video submissions to asses for the following criteria (as listed on the Checklist given to the student) <ol style="list-style-type: none"> Title of Book 	<p>Summative Assessment (linked back to standard, END of learning)</p>		

Lesson Plan Template

Date: _____

- 2. **Author of Book**
- 3. **Character Name**
- 4. **3 or more-character traits**
- 5. **Their part in the plot (at least 1 statement)**
- 6. **Their motivations or feelings (at least 1 statement)**

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



Appendix F

Lesson Plan Template

Date: _____



Grade: 2nd Grade		Subject: Phonics	
Materials: White board, smart board		Technology Needed: smart board, virtual flashcards	
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"/> 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 2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words.		Universal Design for Learning Below Proficiency: Above Proficiency: Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: • Auditory: • Kinesthetic: • <u>Tactile</u> : 	
Objective By the end of the lesson, students will identify the short a sound in words with the common spellings associated with that sound by doing group flashcards.			
Bloom's Taxonomy Cognitive Level: understand			
Classroom Management- (grouping(s), movement/transitions, etc.)		Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)	
Minutes	Procedures		
	Set-up/Prep before lesson:		
3	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) 1. Say "Alright boys and girls today we're going to be talking about <u>vowels</u> . (To recall specific facts, knowledge) Who can raise their hand and tell me one of the vowels? " take answers until all 5 (and y) vowels are answered. Write the letter A on the board. 2. Say "Now this is the letter a. What letter is it?" wait for repeat. "Now how many sounds does the letter a make?" wait for two sounds. 3. Say "that's right, our vowels, they're secret agents. (to stimulate interest, knowledge " Boys and girl do you know what secret agents do? " Letter A likes to go undercover. Sometimes letter a makes the Long sounds (stretch arms wide out) and sometimes letter a makes the short sound. (bring hands close together.) 4. " Can you all do this with me. Letter a make what two sounds? (do wide arms arms) wait for students to say long. (do short arms) wait for students to say short. "		
4	Explain: (teacher-led) 1. Say "Now Letter a, when he goes undercover as short a, (do hand motions) he really likes to eat apples." Repeat the words apples, stressing the short a sound and doing the hand motion of eating an apple. " (to diagnose and check, comprehension) What does short a really like to eat? " wait for students to say apples and have them do the hand motions. 2. Say "so short a says "a" because he really likes to eat apples (hand motions)" 3. Say "Now boys and girls, I'm going to teach you a really fun chant to help you remember short a. it goes like this, "A is a vowel that makes two sounds (do two fingers on your hands) Long A (stretch arms) and short a (hands close together). Short a <u>likes</u> to eat apples (hand motions) a-a-apples (hand motions). Chant 3 times, helping the students say it slowly, and do the motions along with you. (eval 4. say "So, boys and girls, tell me about short a. what does he like to do?" wait for answer with hand motions. 5. " <u>So</u> a makes how many sounds?", (to encourage higher level thought process, evaluating " What kinds of sounds ", "wait sound does short a make?" wait for recognition, using hand signals all the way through. 6. (to structure and redirect learning, analysis) " Can anyone think of a word that has the short a sound in it? "		

Lesson Plan Template

Date: _____

4	<p>Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences)</p> <ol style="list-style-type: none"> 1. Pull up virtual flashcards on the smart board. (all one salable short a words) 2. Say "Okay boys and girls, together we're going to read these short a <u>words</u>. But when we see a word, we're going to first start by breaking it down into parts, and then saying them together. 3. For example, lamp. Say "Alright students, break it down, l-a-m-p. (when breaking down the words, be counting the phonemes on finger. "Now let's say it together, lamp" 4. Continue this process with 7 1 syllable short a word. 5. (allowing expressing of effect, application "What tools would you use to remember what the short a says?" 	
1	<p>Closure (wrap up and transition to next activity):</p> <ol style="list-style-type: none"> 1. Say "boys and girls, let's do our chant together 1 last time, don't forget to move along!" (managing, synthesis "Is everybody ready?" 2. Say "A is a vowel that makes two sounds (do two fingers on your hands) Long A (stretch arms) and short a (hands close together). Short a <u>likes</u> to eat apples (hand motions) a-a-apples (hand motions). 	
<p>Formative Assessment: (linked to objective, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (document of student learning, data collection) 		<p>Summative Assessment (linked back to standard, END of learning)</p>
<p>Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>		



Appendix G

Lesson Plan
Date: Thursday 2/27/2020
Hannah Carr

Grade: 2		Subject: English Language Arts	
Materials: White-board, Markers, Cry out Liberty		Technology Needed: N/A	
Instructional Strategies: <input checked="" type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input checked="" type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: Group discussion and peer discussion	
Standard(s) 2.L.6 Use words and phrases acquired through conversations, reading, being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).		Differentiation Below Proficiency: <ul style="list-style-type: none"> Students below proficiency will receive guiding questions during peer discussions if needed. Extra clarification of the definition of adjectives and their application will be provided. Above Proficiency: <ul style="list-style-type: none"> Students above proficiency will be given the opportunity to discuss more difficult concepts and terms with their partner Modalities/Learning Preferences: <ul style="list-style-type: none"> Visual Intelligence: Adjective Chart written on the board Auditory intelligence: Direct instruction, share-aloud Kinesthetic intelligence: Brain breaks Tactile intelligence: Writing on the board 	
Objective(s) By the end of the lessons students will have built language and vocabulary skills by discussing adjectives in whole group discussion and partnered discussion. Bloom's Taxonomy Cognitive Level: understand			
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> Large Group Discussion <ul style="list-style-type: none"> Active listeners. Voice level 0 when others are talking. Raise hands to talk "no blurting" Turn and Talk <ul style="list-style-type: none"> Active listeners. Respectful communication Transitions <ul style="list-style-type: none"> "One, two, three eyes on me." "Come back to me in three, two, one." Groupings <ul style="list-style-type: none"> Turn and talk with a neighbor on the carpet Safe hands and safe body 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> Large Group <ul style="list-style-type: none"> Students are expected to be active listeners. Students are required to use a voice level 0 when others are talking. Students are required to have "safe hands" and "safe bodies" (sitting crisscross, keeping hands to ourselves) Students are required to raise their hands when they have questions. No "blurting" Turn and Talk <ul style="list-style-type: none"> Students are expected to talk at a voice level 1 when turning to talk to their neighbors Students are to take turns talking Students are required to be respectful and kind Transitions <ul style="list-style-type: none"> Students are expected to have a voice level zero during transitions Students are to be doing their "jobs", preparing for the next activity. 	
Minutes	Procedures		
2	Set-up/Prep: <ol style="list-style-type: none"> Write a chart on the board grouping adjectives that describe people into three categories <ul style="list-style-type: none"> How people look How people act How people feel 		

Lesson Plan
Date: Thursday 2/27/2020
Hannah Carr

3	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ol style="list-style-type: none"> Say “Alright boys and girls, when you read a story, something that makes a story is in the details! Specifically, describing words! Who remembers what we call describing words?” wait for answers, supply supporting questions to get to the answer: Adjectives. Say “Adjectives are words that describe nouns. Can someone remind the group what a noun is?” wait for answer. “yes, exactly right. Today specifically, we’re going to be talking about adjectives that describe people!” 		
7	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ol style="list-style-type: none"> Say “Adjectives that describe people might be words that describe how someone looks (give example relating to student), or a word to describe someone’s personality (give example relating to student).” Say “Boys and girls in just a moment I would like to you turn and talk to a partner next to you and come up with three 3 adjectives that describe people. They can be adjectives that describe how a person looks, acts, or feels. I want you to turn and talk for 2 minutes then come back and we’ll share our answers. Go ahead” Allow for two minutes, supplying support to students below proficiency. Call students back with “1,2,3 eyes on me” say “alright boys and girls, raise your hand and share what are some of the examples you came up with. Write the examples on the board in the chart.” Ask for specific examples if one section of the chart is lacking examples. Provide encouragement and correct thinking if needed. 		
7	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ol style="list-style-type: none"> Distribute cry out liberty pages. Say “Now boys and girls, we’re going to do a mad libs activity.” Carry out the mad-libs included in power-point. Real aloud finished story 		
2	<p>Review (wrap up and transition to next activity):</p> <ol style="list-style-type: none"> Say “so boys and girls, adjectives that describe people bring characters to life! They make them more interesting and seem real. No one wants to read a story with no adjectives, can you imagine that?” Say “Now boys and girls, lets stand in our sports quickly, to stretch out for a quick brain break before phonics.” 		
	<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> <ul style="list-style-type: none"> Get at least one example from each pair of students, look for : <ol style="list-style-type: none"> an adjective that describes a person (how they look, act, or feel) situation appropriate adjective more complex specific words how the adjective adds to their understanding of that character. </td> <td style="width: 50%; vertical-align: top;"> <p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>Students will perform cry out liberty at the end of the week, being assessed on using their comprehension of descriptive adjectives to read with :</p> <ul style="list-style-type: none"> expression intonation inflection understanding of author’s purpose </td> </tr> </table>	<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> Get at least one example from each pair of students, look for : <ol style="list-style-type: none"> an adjective that describes a person (how they look, act, or feel) situation appropriate adjective more complex specific words how the adjective adds to their understanding of that character. 	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>Students will perform cry out liberty at the end of the week, being assessed on using their comprehension of descriptive adjectives to read with :</p> <ul style="list-style-type: none"> expression intonation inflection understanding of author’s purpose
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> Get at least one example from each pair of students, look for : <ol style="list-style-type: none"> an adjective that describes a person (how they look, act, or feel) situation appropriate adjective more complex specific words how the adjective adds to their understanding of that character. 	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>Students will perform cry out liberty at the end of the week, being assessed on using their comprehension of descriptive adjectives to read with :</p> <ul style="list-style-type: none"> expression intonation inflection understanding of author’s purpose 		
	<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): The lesson went really well, my peers said it was fun, engaging, and age appropriate.</p>		

Appendix H

Lesson Plan Template

Date: _____



Grade: 3 rd		Subject: Vocabulary	
Materials:		Technology Needed:	
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"/> Other (list) <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		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 3.L.4 b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/ disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).		Universal Design for Learning Below Proficiency: Above Proficiency: Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: • Auditory: • Kinesthetic: • <u>Tactile</u> . 	
Objective By the end of the lesson, students will use their knowledge of the prefix re to decode vocabulary word meanings using concept maps.		Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)	
Bloom's Taxonomy Cognitive Level: applying		Classroom Management- (grouping(s), movement/transitions, etc.)	
Minutes	Procedures		
	Set-up/Prep before lesson:		
3	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Play “Prefixes and Suffixes” video song https://www.youtube.com/watch?v=H2Z4p0au1yk • Say “Alright friends, we’ve been looking at words with prefixes recently.” Say together with the students “A prefix...” let them finish the sentence. Looking for “is a group of letters that changes the meaning of the word” 		
7	Explain: (teacher-led) <ul style="list-style-type: none"> • Say “Today we’re going to be looking at the prefix, re.” write “re” on the board. “can anyone by raise of hand chare out some words that haver the prefix re?” collect answers on board. • Say “The prefix re-, means again.” So, for examples “Re – play, means, play, again” • Go through the prefix re words the students came up with and have the students infer meanings. Guide them through the process, using as many students answers as possible, but correct any incorrect thinking. • Now today friends, we’re going to be studying words from our packets, using a concept map.” Project concept map on the board. “This is a way that we can use drawing to help us understand the word.” Walk through the process with the word “rewrite”. Get examples from the students, and even have them stand up and draw in each section based on volunteer. • Say “Now boys and girls, I would like you to take your seat quietly at this time, and I need my paper passer to help me pass out these packets.” Packets will be containing a reading passage and vocabulary list, and a concept definition map sheet. 		
20	Elaborate: (concreate practice/application with relevant learning task -connections from content to real-life experiences) <ul style="list-style-type: none"> • Say “Now boys and girls I would like you to read the list of vocabulary words, just to get your eyes familiar with them, then, read the passage, when you come across a vocabulary word, underline it. • Say “Then flip the page, and you will find your own concept map. There are 5 of them in your packet. I want you to pick 5 words from the vocabulary list, and draw a concept map for those words.” 		

Lesson Plan Template

Date: _____

	<ul style="list-style-type: none"> • Say "Remember, boys and girls when we don't know a word, or a synonym, or an antonym, what do you do?" Wait for responses. Remind them that the first they could ask a <u>tablemate</u>, <u>then</u> look the word up. • Say "alright students let's get to work"
1	<p>Closure (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Shut the lights off to signal a transition. Say "At this time friends I would like you to quietly clean up your space, and transition to the group area on the carpet.
<p>Formative Assessment: (linked to objective, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (document of student learning, data collection) • Concept map – looking for correct definitions, synonyms, antonyms. Looking for evidence of accessing prior knowledge about the word, use of prefix to decode meaning. 	<p>Summative Assessment (linked back to standard, END of learning)</p> <ol style="list-style-type: none"> 1. At the end of the prefix unit, students will do a similar activity, with mixed vocabulary words with different prefixes. Students will complete concept maps for each word, looking for correct definitions, synonyms, antonyms, and evidence of understanding what the prefix means.
<p>Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	



Appendix I

2nd Grade Math Test Name:
 Hannah Carr's Class

Unit: Addition and Subtraction Review

Part 1: True or False

Directions: Circle whether you think each Equation is True or False

Bloom's Taxonomy level: evaluating

Objective: For Students to compute each equation and compare their answer with the given answer.

- | | | | |
|-------------|---------------|-------------|---------------|
| 1. $9+3=11$ | True or False | 2. $10-4=6$ | True or False |
| 3. $6+4=10$ | True or False | 4. $13-4=8$ | True or False |
| 5. $8+6=15$ | True or False | 6. $7-7=1$ | True or False |

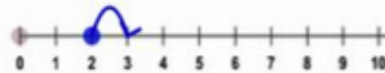
Part 2: Matching

Directions: Match each Number line to its equation by drawing a line

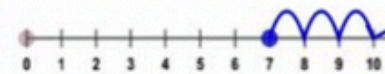
Bloom's Taxonomy level: Applying

Objective: For students to connect written equations with their number line equivalent and correctly decipher number lines

1. $2 + 7 = 9$



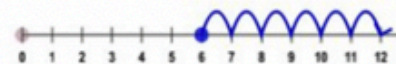
2. $5+3=8$

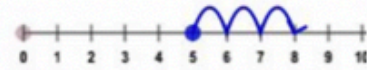


3. $2+1=3$



4. $6+6=12$.





5. $7+3 = 10$.

Part 3: Multiple Choice

Directions: Choose the correct answer for each equation

Bloom's Taxonomy: Evaluating

Objective: Use knowledge of Addition and subtraction to correctly complete each equation and compare answers with the options.

1. $\begin{array}{r} 16 \\ +22 \\ \hline \end{array}$	a. 38
	b. 6
	c. 28

2. $\begin{array}{r} 77 \\ -44 \\ \hline \end{array}$	a. 34
	b. 33
	c. 35

3. $\begin{array}{r} 78 \\ -35 \\ \hline \end{array}$	a. 53
	b. 43
	c. 44

4. $\begin{array}{r} 55 \\ +35 \\ \hline \end{array}$	a. 90
	b. 92
	c. 80

5. $\begin{array}{r} 36 \\ -13 \\ \hline \end{array}$	a. 23
	b. 24
	c. 21

Part: 4 Fill in the Blank

Directions: Complete each equation and write your answer in the blank space. Show your work in the extra space

Bloom's Taxonomy: Applying

Objective: Apply knowledge and strategies of addition and number stings to correctly compute each equation.

1. $3 + 5 + 7 + 5 + 6 =$

2. $6 + 6 + 7 + 4 + 3 =$

3. $4 + 7 + 6 + 8 + 3 =$

4. $9 + 3 + 2 + 5 + 1 =$

5. $7 + 3 + 1 + 5 + 4 =$

Part 5: Essay Portion

Directions: Write a creative word problem for the following equation. And then Solve your word problem!

Bloom's Taxonomy: Creating

Objective: To translate the numerical equation and write it in a simple creative word problem, and then solve it using learned strategies for subtraction problems.