SCHOOL OF EDUCATION - ELEMENTARY EDUCATION - UNIT PLAN TASK

DESCRIPTION OF THE TASK

Purpose. Effective teaching calls for planning of initial ideas for learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction. Developing an instructional unit provides candidates with an opportunity to demonstrate their ability to do long term instructional planning for a group of students. Your instructional unit should focus on a broad theme and the content covered should be appropriate to your certification area.

Elementary Education candidates must create a unit that would be expected to last for approximately three weeks and is: interdisciplinary and thematic, connected to State and National Standards, uses technology for effective teaching and learning, be appropriate for all students, include formative and summative assessment for which a plan for communicating results to individual students in a timely and age appropriate manner is included.

Process. Your program instructor and your cooperating teacher guide this process. Please establish lines of communication early and consult with them frequently.

Begin by selecting a unit topic you intend to teach to a class during your student teaching/internship. Your topic should be based on the curriculum requirements for your grade level. Remember, your plans, like any draft, are always subject to change. Decide upon a topic that would be appropriate to address during the student teaching semester with your cooperating teacher/supervisor.

Select the specific content and goals for the unit. What do you want your students to know and be able to do at the completion of the unit?

Your unit must reference appropriate content and standards for the topic and academic level of the students, including appropriate grade level/span expectations.

It should represent a cohesive set of lessons that include the introduction and development of ideas, skills, and concepts in the content area as well as other curriculum areas (if applicable). Length of time for the unit is specific to your certification area.

This unit should include: a summary of the unit and its relevance to your students, all lessons required to teach the unit including assessments, and a summative evaluation of student learning

Product. The unit should include the following:

1. ­­­­A summary - Write a one-page summary explaining why this is an appropriate theme and topic for the children you will be teaching. Be sure to address the following:
   1. Developmental appropriateness (RIPTS 3 & 4)
   2. RIPTS and content standards (RIPTS 2 & 7)
   3. Use of technology to support student learning (RIPTS 2)
   4. Collaboration with colleagues, home, and community (RIPTS 7)
   5. Appropriate references to support the content with clear credit given for resources used to develop the unit (RIPTS 1)
2. Unit goals - These goals should drive the planning process for your unit and should describe what you hope to accomplish by the end of the unit. (RIPTS 1, 2 & 4)
3. Unit lessons- You need to develop at least 6 lessons or more if you need a sufficient number of lessons for a unit to cover the required instructional period. These lessons should address the following:
   1. Content and procedures that reflect an understanding of the subject and skills being taught with references to professional content standards as well as state standards (RIPTS 1 & 2)
   2. Lessons that help students develop higher cognitive skills (RIPTS 5)
   3. Lessons that reflect respect for the diversity of learners in regards to development motivation, culture and language (RIPTS 3)
   4. Curricular modifications or adaptations to meet the needs of individual learners (RIPTS 4)
   5. Varied formative and summative authentic assessments of student learning, including student self-assessment;
   6. A plan for providing assessment results to students must be included in each lesson. (RIPTS 9)
4. A Culminating Activity that includes application of major skills and concepts development in the unit (RIPTS 1 & 3)
5. A culminating assessment (summative) (RIPTS 9) - Assess the knowledge and skills of your students gained as a consequence of the unit. This does not necessarily have to be related to the culminating activity.

Integrated Thematic Unit Title

*Building Bridges: You to Me and Back to Society*

Name of School: **Peace Dale Elementary**

Grade Level: **1st Grade**

Name of District: **South Kingstown**

Unit Context. Provide a summary of your unit and its’ relevance to your students. Include a description of the content and skills that will be taught.

* Primary focus of unit is *Individual Development & Identity and Group Cooperation*, with relevant questions for exploration (from NCSS) to include:
  + *What questions are important to ask about who I am and who I am becoming?* *How am I different from and similar to others?*
  + *How have others influenced who I am and who I am becoming?*
  + *How can institutions help to meet individual needs and promote the common good?*
* Particular skills to be taught and reinforced will be exploration of individual and group identity; providing perspectives and view with evidence or reasoning; organizational; peer collaboration; group discussion and listening; sequencing; and continuing to develop reading and writing skills, among others.
* Though this particular focus is prescribed earlier in the year (as is evidenced by the curriculum seen below), my classroom teacher has not yet taught any explicit social students concepts in line with this curriculum. As such, I will be teaching content that is in line with one of the earlier suggested unit topics.
* I believe teaching this particular unit is essential for setting the foundation and motivation for long-term exploration of individual and group identity, as well as individual and group morals, rules and norms.
* This unit also helps to reinforce the school’s policy of being Responsible, Respectful, Safe, and sets these ideas within a realistic and accessible context at a developmentally appropriate level.

Briefly describe how this unit fits into the curriculum of your student teaching classroom.

* South Kingstown has a prescribed, grade-specific curriculum for Social Studies that integrate all content areas.
* In Grade 1, the student focus within each of these strands is Self & Family; the **Essential Question** posed for the year is: *What Can We Learn from Our Families and Our Past?*
* The suggested pacing for relevant quarters:
  + Quarter 1 - **Unit 2: Families**
    - **How are families alike and different?**
      * Discussions on rural vs. urban
    - **How have families changed over time historically?**
      * What were families like in the early days of America?; Past and present jobs
    - **What are the roles and responsibilities of the family members?**
      * Chores that change with age; Chores in the classroom

What theory or theories of education underpin your work? Provide an example of how your theoretical perspective has influences the design of this unit.

Describe the demographics of your school and classroom and indicate how these factors have influenced the development of this unit.

**Constructivism** – Based on my belief that learners construct their own knowledge in the classroom, using their individual perspective and background knowledge, I try to provide as many opportunities for learner and group-directed opportunities as possible at a developmentally appropriate level. One example is presented in Lesson 3 – the semantic web that I guide the students in creating around the word “family”.

**Sociolinguistics** – I believe that one of the primary shapers of students’ in the classroom is social interaction with peers and the teacher, with an extreme emphasis on communication. As such, I looked to give students as many opportunities to actively communicate and collaborate. One example is the centers used in Lesson 1 in creating “About Me” booklets.

**Multiple Intelligences** (Howard Gardner) – Each student who comes into the classroom has different propensities for effectively taking in and processing information. Some learners are more visual, while others learn best through auditory, while still others are kinesthetically inclined, and so on. When possible, I did my best to provide as varied forms of delivery (i.e. being active and collaborating at centers; using video/song; multiple read-alouds; etc.)

*School not highly diverse in terms of racial/ethnic background; socioeconomic status; etc. This first grade classroom (22 students) consists of mostly white students (one Asian child and one multiracial), many of who live very close to Peace Dale Elementary*. In addition to the developmental level, I developed in-depth exploration of individual and familial differences within the classroom, as I think it’s as important to first recognize the differences and similarities within a homogenous environment.

*The school overall is highly proficient in all areas of the NECAP assessment, in comparison to the state as a whole. In this first grade classroom, there is a spectrum of reading levels within the classroom, and some of the students are pulled out individually or in small groups for additional reading support; however, most all of the students demonstrate a fairly high level of comprehension, with the ability to infer main ideas and themes from guided readings as just one example.* While striving to create more student-directed and challenging activities, I did my best to take into account the entire learner spectrum and to provide appropriate accommodations and modifications.

List any accommodations or modifications required by students in cognitive, social, emotional, and physical areas. (Do not mention students by name.)

List ways you support students’ development of higher cognitive skills in this unit.

* One student with some potential emotional turbulence based on family background (currently lives with grandmother) – this was an important consideration when shaping the lessons on familiar structure and differences.
* Some of the students need the option to extend the lesson further, as they have mastered certain skills that some other students in the class have not yet mastered (particularly in areas of writing and math) – appropriate lesson extensions are provided where applicable.
* Some of the students need some additional scaffolding in reading instructions, structuring responses (often in how to get started on a writing assignment) – appropriate activity accommodations are provided where necessary.
* One student in classroom has diabetes and must be monitored – has designated snack time in morning (in which whole class participates) and then again in the afternoon after lunch.
* Work on comprehension of particular ideas of themes – evaluate and analyze meaning(s)
* Creative flexing (activating both sides of brain) – present in several assignments in terms of combining whole-class brainstormed thoughts and own ideas into a personal perspective (Ex: “What a Family is…” assignment) - Synthesizing
* Self-reflection (intrapersonal awareness) and developing empathy and understanding for others (interpersonal awareness)

List ways you collaborate with colleagues, home, and community.

List the goals for your unit.

* Communicating with cooperating teacher: Reading levels (DRAs) for individual students; any other learning obstacles or other needs; discussing students’ family backgrounds; discussing any emotional and/or physical health needs/considerations
* Communicating with parents: Send home letter at beginning of unit providing overview of unit, upcoming activities, and sending out requests for parent volunteers (for “About Me Booklet” lesson); provide at least one take-home assignment to be completed with parents/ guardians; develop interactive class webpage and update periodically with pictures and notes of assignments in action, any highlights
* Reach out to and explore school and local Community: Work with local police officer (potentially cooperating teacher’s husband or one of his colleagues); reach out to other teachers and faculty in sharing results of culminating activity

1. Students will develop sense of self and identity, and compare and contrast individual characteristics against peers’.

2. Students will recognize the family unit as being connected to and affecting the development of the individual, and will explore the concept of roles and responsibilities in the family.

3. Students will expand the idea of roles in the family into the classroom environment, and will also explore and demonstrate understanding of the benefits of cooperative relationships.

Provide a graphic organizer for your unit content (optional-but recommended)

**Lesson 1 The Introductory Lesson**

Name of the Lesson

**“Me, Myself and I – how does that look against You?”**

Length of Lesson

3 60-minute lessons (3 days)

Content Area (Choose all appropriate areas.)

Social Studies; Art; Language Arts; Math;

Objectives

* Observe and record individual physical characteristics, create self portrait, and recognize and write about strengths; compile findings into an “About Me” booklet
* Compare and Contrast individual characteristics against those of peers’

Standards for Social Studies (RI GSE and NCSS; only include the part of the standard that you are actually teaching; leave out extraneous words)

RI GSE: : C&G.3(K-2)-1.a.Exhibiting respect (e.g., waiting one's turn, respecting differences, sharing, etc.) for self, parents, teachers, authority figures (police, fire, doctors, community leaders), and others

C&G.3(K-2)-2.a.Demonstrating personal and group rights and responsibility (e.g., self-managing behavior, time, space, and materials)

C&G.3(K-2)-2.b.Working cooperatively in a group, sharing responsibilities or individual roles within a group

NCSS: Individual Development and Identity:

* The study of individual development and identity helps us know who we are and how we change
* Individuals have characteristics that are both distinct from and similar to those of others

Standard for second Content area

Common Core LA: Language Standards (Grade 1) 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

RI GLE: W–1–1.1 Writing recognizable short sentences; W–1–8.1 Including details/information relevant to topic (details/information may take the form of pictures with captions, “words,” “sentences,” or some combination); W–1–9.5b. Correctly spelling many common words; OC–1–1.1 Following simple verbal instructions and directions

National Content: [**NL-ENG.K-12.12**](http://www.educationworld.com/standards/national/toc/index.shtml#numbers)**APPLYING LANGUAGE SKILLS** - Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Common Core (Math): Grade 1 – Measurement and Data: Measure lengths…by iterating length units; represent and interpret data

RI GLE: M(G&M)–1–7 **Demonstrates conceptual understanding of measurable attributes** using comparative language to describe…attributes of objects (length [longer, shorter], height [taller, shorter], weight [heavier, lighter]

National Content (Math): [**NM-MEA.PK-2.2**](http://www.educationworld.com/standards/national/math/measurement/pk_2.shtml#nm-mea.pk-2.2) Apply Appropriate Techniques, Tools, and Formulas to Determine Measurements

National Content (Art): [**NA-VA.K-4.2**](http://www.educationworld.com/standards/national/arts/visual_arts/k_4.shtml#na-va.k-4.2) Using Knowledge of Structures And Functions

Concepts/Content/Skills

**Concepts:** Developing sense of unique identity in relation to others (peers); Individual development and identity helps us know who we are and how we change; individuals have characteristics that are both distinct from and similar to those of others

**Content: (from NCSS)** – Social Studies (Describe personal characteristics, including interests, capabilities, and perceptions; explore factors that contribute to personal identity, such as physical attributes, gender, race and culture); Language Arts (Writing); Math (Measurement); Art (Representation)

**Skills:** Recognizing and Comparing/Contrasting; Sharing and Taking Turns (at centers)

Materials and Resources. (Include all artifacts necessary to teach the lesson and for students to use for enjoyment of the subject or research purposes- do not list technology resources here).

* Booklets for each student, with numbered pages and captions
* Washable markers and paper (for drawing hand and feet outlines)
* Meter stick; measuring tape; scale
* Mirrors with various art supplies (markers; crayons; colored pencils; paper with pre-printed outline of face)

Technology Resources. List all technology resources used in this lesson with a short explanation on how they will be used.

In this section you will list the major events in the lesson. If this lesson will take more than one class please indicate what will occur on each day of the lesson (i.e. Day 1, Day 2, etc.).

NA

Lesson Introduction. (How you will assess prior knowledge, provide an introduction to the unit including purpose setting, motivation and relevancy to students.).

(Day 1): Gather images of self-portraits created by famous artists such as Vincent van Gogh, Frida Kahlo and Chuck Close.

* Post the images around the room at students' eye level.
* Gather students and have them look at the self-portraits around the room. Discuss the things they all have in common and what is different about the pictures. Define what a self-portrait is. Go over the parts of the face with the students. Explain that they will be creating their own self-portraits and using their own style to accomplish a finished artwork.
* Guide the students in writing two to three sentences about their self-portrait. Display the self-portraits and descriptions around the room alongside the already-displayed famous self-portraits for others to see.

Lesson Development

(Day 2) Provide individual booklets to each student. Explain that the self-portrait they created last class will become the cover for their “About Me” Booklet.

* Students will rotate through different centres to collect and record information for their booklets. The centres will include:
  + Hands and Feet (Drawing outlines with assistance of parent volunteer)
  + Measurements (I am \_\_\_ cm tall. My waist measures \_\_ cm. My left arm is \_\_ cm long. I weigh \_\_ lb. My longest hair is \_\_ cm long. My nose is \_\_ cm long) – Assistance from teacher and parent volunteer
  + I am really good at\_\_\_\_\_\_\_\_\_\_. (Students will write and illustrate the statement.)
  + When I grow up I want to be\_\_\_\_\_\_\_.

Lesson Closure

(Day 3)

* Students will finish assembling books with assistance of teacher and teacher aide
* Students will gather on class rug in large circle and take turns sharing books (names will be drawn out of fair can)
* Each student will then (with the guidance of teacher) take turns identifying one similarity with a peer and one difference

Accommodations and Modifications.

* Pages will be numbered by station and captions will be provided on each booklet page to help guide students
* Struggling readers/writers may be provided with sentence starters
* Parent volunteers will be stations at hand/feet outlining and measurement centers to help students complete

Assessment (Include type of assessment and criteria for each level of performance.)

* Formative – Monitor and make note of any specific guidance students may need at centers
* Summative - Completed “About Me” Booklet
  + - Well Done!: All 4 centers and activities completed; all illustrations include matching written description/completed caption
    - Almost: At least 3 centers completed fully; illustrations include written description/completed caption
    - Try Again!: Less than 3 centers completed fully; illustrations may be missing one or more written descriptions/completed captions

Identification of one peer similarity and one peer difference

* + - Well Done!: Accurately and independently identifies one peer similarity/difference
    - Almost: Accurately identifies one peer similarity/difference, but needs help on recognizing one or the other
    - Try Again!; Needs prodding and help in accurately identifying

Plan for communication assessment results to students.

* If student’s work falls into “Try Again” range, meet individually with students to first assess understanding of assignment; give student opportunity to take home and revise or to complete during independent working period
* If student’s work falls into “Almost” range, discuss specific type of error made, give student opportunity to correct error, and watch for similar types of mistakes that might be made in future work
* If student’s work falls into “Well Done” range, note particular strengths and identify areas in which student could benefit from additional practice
* Carefully consider when to ask students for feedback regarding whether they enjoyed an assignment, and whether they felt it was “too easy”; “just right” or “too difficult” – have students give evidence for their reasoning.

Other.

* At least two parent volunteers (for centres) on Day 2 of lesson

Bibliography (Use APA style.)

Lipoff, S. How to Teach Elementary School Students About Self-Portraits.. Retrieved from <http://www.ehow.com/how_5714467_teach-elementary_school-students-self_portraits.html>

Instructional Resources Unit, Curriculum and Instruction Branch, Saskatchewan Education, Training and Employment. Social Studies Grade One, Unit 1: Identity. (September 1995). Retrieved from http://www.sasked.gov.sk.ca/docs/elemsoc/g1u11ess.html

**Lesson 2**

Name of the Lesson

**“One Unique Fingerprint Deserves Another”**

Length of Lesson (Approximate time to complete the ENTIRE lesson. If this is a multiple day lesson, indicate how the learning will be dispersed over those days.)

2 sessions (60 minutes each) – 2 days

Content Area (Choose all appropriate areas.)

Social Studies; Science; Language Arts

Objectives

* Compare/contrast and be able to recognize and state that every individual’s fingerprints are unique; be able to identify fingerprint patterns
* Participate in helping to plan for a local police officer to visit classroom

Standards for Social Studies (RI GSE and NCSS; only include the part of the standard that you are actually teaching; leave out extraneous words)

RI GSE: C&G.3(K-2)-1.a.Exhibiting respect (e.g., waiting one's turn, respecting differences, sharing, etc.) for self, parents, teachers, authority figures (police, fire, doctors, community leaders), and others

C&G.3(K-2)-2.a.Demonstrating personal and group rights and responsibility (e.g., self-managing behavior, time, space, and materials)

C&G.3(K-2)-2.b.Working cooperatively in a group, sharing responsibilities or individual roles within a group

NCSS: Individual Development and Identity:

* Individuals have characteristics that are both distinct from and similar to those of others
* Ask and find answers to questions about how individual identity forms and changes
* Describe personal characteristics
* Explore factors that contribute to personal identity

Standard for second Content area (Common Core-language arts and math; RI GSE for other areas PLUS National Content Standards in that area; only include the part of the standard that you are actually teaching; leave out extraneous words)

RI GSE Science: **LS1 (3-4) –1**

**1b** identifying, sorting and comparing based on similar and/or different external features.

**1c** recording and analyzing observations/data about external features (e.g., within a grouping, which characteristics are the same and which are different).

**LS4 (3-4)-8**

**8b** comparing and analyzing external features and characteristics of humans and other animals.

National:[**NS.K-4.3**](http://www.educationworld.com/standards/national/toc/index.shtml#numbers)**LIFE SCIENCE - all students should develop understanding of…**The characteristics of organisms

Concepts/Content/Skills

**Concepts:** Students will understand that although we sometimes appear the same on the outside, when we take a closer look we are all very different from one another

**Content:** (Science) Understand what fingerprints are and that individual fingerprints are unique; general understanding of how fingerprints are used by police officers (Community Roles/Jobs)

**Skills:** Comparing/contrasting; developing knowledge of how to plan and organize for a special guest/visitor; following directions; peer collaboration

Materials and Resources. (Include all artifacts necessary to teach the lesson and for students to use for enjoyment of the subject or research purposes- do not list technology resources here).

* Ed Emberley's *Complete Funprint Drawing Book*
* Fingerprint ink
* Paper
* Handouts with different fingerprint patterns (whorl; loop; arch)
* Magnifying glasses
* Markers, crayons, colored pencils

Technology Resources. List all technology resources used in this lesson with a short explanation on how they will be used.

NA

Lesson Introduction. (How you will assess prior knowledge, provide an introduction to the unit including purpose setting, motivation and relevancy to students.).

(Day 1) Learn about the uniqueness of fingerprints – read Ed Emberley's *Complete Funprint Drawing Book*

* Have students make, identify (on prepared worksheets), and compare their fingerprints (using magnifying glasses) and look for patterns
* Have student use their fingerprints to create a picture or design on paper

In connection to this lesson, use writing workshop period to \*draft an invitation to a local police officer to come and share about the technique of fingerprinting (students are familiar with letter writing) – to be guided by teacher and done as a whole class; also guide students in making a list of some questions that they will ask the police officer.

\*See ‘Other’ Section.

Lesson Development

(Day 2)

* Have local police officer come to class and share about the uniqueness of fingerprints and how fingerprinting is used to help police officers do their job.
* As police officer is presenting and students are asking questions, teacher will record a list of facts learned.
* After police officer has left classroom, prompt class discussion by asking the students to name off some of the facts that they learned (compare this to recorded list as method of formative assessment)

Lesson Closure

(Day 3)

* As whole class, have students compose thank you letter to police officer and sign with their names and fingerprints.
* Have students add fingerprints to their ‘About Me’ booklets, labeling it with their pattern type and the date.
* Have students write out a self-constructed sentence below their fingerprint stating why their fingerprint is special.

Accommodations and Modifications.

* Provide sentence starter for struggling writers on “About Me” fingerprint entry
* When labeling fingerprint patterns, provide pattern names in word bank on sheet

Assessment (Include type of assessment and criteria for each level of performance.)

* Formative
  + Record student contributions to drafting the invitation for the police officer and to the list of questions to be asked during visit
  + Record student responses to facts learned during police officer presentation and compare to recorded facts
* Summative – Completed Fingerprint entry in ‘About Me’ Booklet
  + **Well Done!:** Correctly identified and labeled fingerprint pattern and wrote a complete sentence that states why fingerprints are special (i.e. they are unique, unlike any other person’s)
  + **Almost:** Correctly identified and labeled fingerprint pattern and wrote a complete sentence but may not have fully grasped main idea.
  + **Try Again!:** Incorrectly identified and/or did not label fingerprint pattern; did not write a complete sentence explaining why fingerprints are special.

Plan for communication assessment results to students.

* If student’s work falls into “Try Again” range, meet individually with students to first assess understanding of assignment; give student opportunity to take home and revise or to complete during independent working period
* If student’s work falls into “Almost” range, discuss specific type of error made, give student opportunity to correct error, and watch for similar types of mistakes that might be made in future work
* If student’s work falls into “Well Done” range, note particular strengths and identify areas in which student could benefit from additional practice
* Carefully consider when to ask students for feedback regarding whether they enjoyed an assignment, and whether they felt it was “too easy”; “just right” or “too difficult” – have students give evidence for their reasoning.

Bibliography (Use APA style.)

Instructional Resources Unit, Curriculum and Instruction Branch, Saskatchewan Education, Training and Employment. Social Studies Grade One, Unit 1: Identity. (September 1995). Retrieved from <http://www.sasked.gov.sk.ca/docs/elemsoc/g1u11ess.html>

McBrayer, J. Make Fingerprint Art. Retrieved from <http://www.education.com/activity/article/Fingerprint_Art/>

Saint Michael’s College – Biology in Elementary Schools (a Student Project). (March 2010). Fun with Fingerprints. Retrieved from <http://wikieducator.org/Fun_with_fingerprints>

Emberley, E. (April 2002). *Complete Funprint Drawing Book*. New York: Little Brown and Company

Other. (Any other information needed to enact this lesson. Optional)

\*My teacher’s husband is a police officer, so planning to have him visit the classroom a couple of days after writing the letter could be realistically arranged.

**Lesson 3**

Name of the Lesson

**“One Family Does Not Fit All!”**

Length of Lesson (Approximate time to complete the ENTIRE lesson. If this is a multiple day lesson, indicate how the learning will be dispersed over those days.)

2 sessions (approximately two 45 minute sessions over two days)

Content Area (Choose all appropriate areas.)

Social Studies; Math; Language Arts

Objectives

* Students will learn about and discuss their ideas in relation to what a family is or represents.
* Students will make an individual glyph that showcases information about themselves and their families and compare/contrast to peers’.

Standards for Social Studies (RI GSE and NCSS; only include the part of the standard that you are actually teaching; leave out extraneous words)

RI GSE: : C&G.3(K-2)-1.a.Exhibiting respect (e.g., waiting one's turn, respecting differences, sharing, etc.) for self, parents, teachers, authority figures (police, fire, doctors, community leaders), and others

C&G.3(K-2)-2.a.Demonstrating personal and group rights and responsibility (e.g., self-managing behavior, time, space, and materials)

C&G.3(K-2)-2.b.Working cooperatively in a group, sharing responsibilities or individual roles within a group

NCSS: Individual Development and Identity:

* Concept of Family
* People’s interactions with their social…surroundings influence individual identity and growth
* Identify people, groups…that contribute to development

Standard for second Content area (Common Core-language arts and math; RI GSE for other areas PLUS National Content Standards in that area; only include the part of the standard that you are actually teaching; leave out extraneous words)

CC Math (Grade 1): Geometry: Reason with shapes and their attributes

M(N&O)–1–2 **Demonstrates understanding of the relative magnitude of numbers** from 0 to 100 by ordering whole numbers; by comparing whole numbers to each other or to benchmark whole numbers (5, 10, 25, 50, 75, 100)

RI GLE Math: M(G&M)–1–1… **Uses composition…to sort…polygons** (triangles, squares, rectangles, rhombi, trapezoids, and hexagons) or objects by a combination of two non-measurable or measurable attributes; and recognizes…builds, and draws polygons and circles in the environment.

National (Math, PK-2): Recognize, name, build, draw, compare, and sort two- and three-dimensional shapes

Concepts/Content/Skills

**Concepts:** Recognize that different families have similarities and differences, and that no one family makeup defines a ‘normal’ family

**Content:** Social Studies (Culture and People, Places & Environment); Math (Spatial Relations, Number Recognition, Geometry (shapes)); Language Arts (Comprehension - text connections)

**Skills:** Fine motor; following directions; sequencing; organizational; peer collaboration

Materials and Resources. (Include all artifacts necessary to teach the lesson and for students to use for enjoyment of the subject or research purposes- do not list technology resources here).

* *One Hundred is a Family*, by Pam Munoz Ryan
* Step-by-step directions for making Family Glyphs
* Construction Paper
* Scissors
* Markers & Glue Sticks

Technology Resources. List all technology resources used in this lesson with a short explanation on how they will be used.

In this section you will list the major events in the lesson. If this lesson will take more than one class please indicate what will occur on each day of the lesson (i.e. Day 1, Day 2, etc.).

* Internet accessible computer
* Multimedia data projector

Lesson Introduction. (How you will assess prior knowledge, provide an introduction to the unit including purpose setting, motivation and relevancy to students.).

* Open with video & song – *“We’re a Family”* (Sesame street)
* Pose open-ended question to children, “What does it mean to be a family – what things or words does family bring to your mind?”
* Compose Concept (Semantic) Web with student responses/contributions on chart paper (save for later use in unit)
* Before or after reading, give student-friendly definitions of Community and Traditions; help to develop initial comprehension by giving compare/contrast examples of each
* Pose to students – “Put your hands on your head if you know the definition of a community; put your hands on your shoulders if you’ve heard this word; put your hands on your tummy if you’re hungering – wanting to know so badly – what the word community is all about!”

Lesson Development

* Read *One Hundred is a Family*, by Pam Munoz Ryan; after read aloud, help make connection that families aren’t just different on video or in books, but that a mix of families can be found right there in the classroom amongst their peers
* Explain that we’ll be making Family Glyphs to help us visualize how our families are alike and different
* Direct students back to seats and have helpers pass out directions; I will pass out construction paper (and have already organized by table)
* Read through directions step-by-step, referencing and using my completed family glyph for modeling purposes
* Read through steps together once more and have students check yes if that step applies or no if it does not apply to them

Lesson Closure

Day 2:

* Finish making Family Glyphs
* Do a class “gallery walk” – students will leave their glyphs at their spot and walk around the u-shaped table to observe each of their classmates’.
* Have the students bring their glyphs back to the rug and prompt a class discussion, beginning by asking students to share some things that they noticed were alike and different about some of their peers’ families in comparison to their own.

Accommodations and Modifications.

* While I will model how to go about making the family glyph and will read over the directions, I will also provide colored symbols within each step to aid beginning readers as they complete their glyphs. I will also provide a yes or no checkbox for each characteristic, which we’ll read through together and check off as a class.
* For students who may finish early – option to create their own family or individual characteristic and corresponding symbol/glyph addition.

Assessment (Include type of assessment and criteria for each level of performance.)

Formative:

* I will note students’ participation in class discussion and will evaluate comprehension level of responses to discussion prompts and questions.

Summative: - Completed Family Glyph

* **Well Done!:** Completed all applicable steps, 1 through 10, and glyph characteristics match those checked as ‘yes’ on the direction sheet
* **Almost:** Missed only one applicable step, 1 through 10, and/or only one characteristic differs from those checked as ‘yes’ on the direction sheet
* **Try Again!:** Missed two or more applicable steps, 1 through 10, and more than one characteristic differs from those checked as ‘yes’ on the direction sheet

Plan for communication assessment results to students.

* If student’s work falls into “Try Again” range, meet individually with students to first assess understanding of assignment; give student opportunity to take home and revise or to complete during independent working period
* If student’s work falls into “Almost” range, discuss specific type of error made, give student opportunity to correct error, and watch for similar types of mistakes that might be made in future work
* If student’s work falls into “Well Done” range, note particular strengths and identify areas in which student could benefit from additional practice
* Carefully consider when to ask students for feedback regarding whether they enjoyed an assignment, and whether they felt it was “too easy”; “just right” or “too difficult” – have students give evidence for their reasoning.

Bibliography (Use APA style.)

* We’re a Family. Retrieved from [www.sesamestreet.org/video\_player/-/pgpv/videoplayer/0/09038976-1595-11dd-b10a-6119e86ae19b/we\_re\_a\_family](http://www.sesamestreet.org/video_player/-/pgpv/videoplayer/0/09038976-1595-11dd-b10a-6119e86ae19b/we_re_a_family)
* Family Glyphs. Retrieved from <http://lesson-plans.theteacherscorner.net/socialstudies/family.php>
* Ryan, P.M. (1994). *One Hundred is a Family.* New York: Hyperion Books for Children.

**Lesson 4**

Name of the Lesson

**“A Family is…”**

Length of Lesson (Approximate time to complete the ENTIRE lesson. If this is a multiple day lesson, indicate how the learning will be dispersed over those days.)

One 60-minute session (one day)

Content Area (Choose all appropriate areas.)

Social Studies; Language Arts

Objectives

Based on ideas brainstormed in semantic web about “what a family is”, students will illustrate their view and write one to three sentences of how a family embodies each characteristic.

Standards for Social Studies (RI GSE and NCSS; only include the part of the standard that you are actually teaching; leave out extraneous words)

RI GSE: : C&G.3(K-2)-1.a.Exhibiting respect (e.g., waiting one's turn, respecting differences, sharing, etc.) for self, parents, teachers, authority figures (police, fire, doctors, community leaders), and others

C&G.3(K-2)-2.a.Demonstrating personal and group rights and responsibility (e.g., self-managing behavior, time, space, and materials)

C&G.3(K-2)-2.b.Working cooperatively in a group, sharing responsibilities or individual roles within a group

NCSS: Individual Development and Identity:

* People’s interactions with their social and physical surroundings influence individual identity and growth.
* Concepts of family
* Explore factors that contribute to personal identity, such as…culture (of family)
* Identity people, groups….that contribute to development

Standard for second Content area

CC LA: Grade 1: 1. j. Produce and expand complete simple declarative, interrogative….sentences in response to prompts. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

RI GSE: W–1–1.1 Writing recognizable short sentences; W–1–3.1 Using prior knowledge or references to text to respond to a question (evidence may take the form of pictures, words, sentences, or some combination); W–1–5.6 Extending ideas ; W–1–9.5b. Correctly spelling many common words (e.g., had, can, including own first name);OC–1–1.4 Participating in large group discussions to show understanding

National: [**NL-ENG.K-12.12**](http://www.educationworld.com/standards/national/toc/index.shtml#numbers)**APPLYING LANGUAGE SKILLS:** Students use written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Concepts/Content/Skills

**Concepts:** Understand that families are groups of people made up of individuals with unique roles; explore and demonstrate viewpoint about particular ideas

**Content:** Social Studies (Family Roles); Language Arts (Using language and visuals to express unique view or perspective on topic)

**Skills:** Following directions; sequencing; organizational

Materials and Resources. (Include all artifacts necessary to teach the lesson and for students to use for enjoyment of the subject or research purposes- do not list technology resources here).

* Class-created semantic web from previous lesson
* “Idea” Questions on pre-cut strips of paper and basket
* Paper and Pencils
* Markers, crayons, and colored pencils
* Kid-friendly magazines (for images)
* Scissors and glue sticks

Technology Resources. List all technology resources used in this lesson with a short explanation on how they will be used.

In this section you will list the major events in the lesson. If this lesson will take more than one class please indicate what will occur on each day of the lesson (i.e. Day 1, Day 2, etc.).

NA

Lesson Introduction. (How you will assess prior knowledge, provide an introduction to the unit including purpose setting, motivation and relevancy to students.).

* Review Semantic Web from last class
* While thinking aloud, model how you might arrange their ideas into categories; brainstorm with class labels or titles for each category (i.e. roles; activities; feelings; etc.)
* Take ideas and think aloud by turning them into statements, i.e. “A Family is Love”

Lesson Development

* Model how to turn statements into questions, i.e. “How does a family love?”
* Have students practice turning statements into questions
* Use these questions as discussion starters

Lesson Closure

* Explain and show completed example of the day’s written assignment – students will be drawing one of the “idea” questions from a basket (on pre-cut strips), and drawing or cutting out an image from a magazine on their idea of how a family shows or is represented by a certain idea
* Turn each child’s page into a class book, “A Family is…”
* Author’s Chair (Share): Have students read their “A Family is…” page our of the completed class; allow other students to make comments about the sharing student’s perspectives, and guide students in briefly sharing how some may have expressed the idea differently from their perspective.

Accommodations and Modifications.

* Include sentence starter for struggling writers
* Provide options for creating visual ideas (i.e. drawings or collage)

Assessment (Include type of assessment and criteria for each level of performance.)

Formative:

* Document student participation in class discussions
* Make note of students’ abilities to turn statements into questions

Summative: Completed “A Family is…” class book page

* **Well done!**: Students accurately turned question strip into statement, beginning with “A Family is…”, and fully expressed their idea with completed sentence and appropriately matching visual interpretation.
* **Almost:** Students accurately turned question strip into statement and expressed idea with completed sentence, but statement may not match idea represented in question; and/or student included visual that doesn’t accurately portray written perspective.
* **Try Again!:** Student was not able to accurately turn question strip into statement and did not provide a complete sentence expressing perspective and/or did not include representative visual.

Plan for communication assessment results to students.

* If student’s work falls into “Try Again” range, meet individually with students to first assess understanding of assignment; give student opportunity to take home and revise or to complete during independent working period
* If student’s work falls into “Almost” range, discuss specific type of error made, give student opportunity to correct error, and watch for similar types of mistakes that might be made in future work
* If student’s work falls into “Well Done” range, note particular strengths and identify areas in which student could benefit from additional practice
* Carefully consider when to ask students for feedback regarding whether they enjoyed an assignment, and whether they felt it was “too easy”; “just right” or “too difficult” – have students give evidence for their reasoning.

Bibliography (Use APA style.)

Instructional Resources Unit, Curriculum and Instruction Branch, Saskatchewan Education, Training and Employment. Social Studies Grade One, Unit 1: Identity. (September 1995). Retrieved from http://www.sasked.gov.sk.ca/docs/elemsoc/g1u13ess.html

**Lesson 5**

Name of the Lesson

**“The Inner-Workings of My Family”**

Length of Lesson (Approximate time to complete the ENTIRE lesson. If this is a multiple day lesson, indicate how the learning will be dispersed over those days.)

2 60-minute sessions (2 days)

Content Area (Choose all appropriate areas.)

Social Studies; Health/Physical Education; Science

Objectives

* Identify family roles drawing on literature and background knowledge
* Identify the parts of the digestive system
* Actively demonstrate and describe the process of digestion

Standards for Social Studies

RI GSE: C&G.3(K-2)-1.a.Exhibiting respect (e.g., waiting one's turn, respecting differences, sharing, etc.) for self, parents, teachers, authority figures (police, fire, doctors, community leaders), and others

C&G.3(K-2)-2.a.Demonstrating personal and group rights and responsibility (e.g., self-managing behavior, time, space, and materials)

C&G.3(K-2)-2.b.Working cooperatively in a group, sharing responsibilities or individual roles within a group

NCSS: Individual Development and Identity:

* People’s interactions with their social and physical surroundings influence individual identity and growth.
* Concepts of family
* Explore factors that contribute to personal identity, such as…culture (of family)
* Identity people, groups….that contribute to development

Standard for second Content area

National Health and Physical Education: [**NPH-H.K-4.5**](http://www.educationworld.com/standards/national/toc/index.shtml#numbers)**USING COMMUNICATION SKILLS TO PROMOTE HEALTH…** Describe characteristics needed to be a responsible friend and family member.

[**NPH-H.K-4.1**](http://www.educationworld.com/standards/national/toc/index.shtml#numbers)**HEALTH PROMOTION AND DISEASE PREVENTION -** Describe the basic structure and functions of the human body systems.

RI GSE Science: **LS1 (K-2)–4 -** Students demonstrate understanding of structure and function-survival requirements by… **4a** identifying the specific functions of the physical structures of an…animal

National Science: Standard 13, Level 1, Number 1--Knows that in science it is helpful to work with a team and share findings with others.

Concepts/Content/Skills

**Concepts:** Understand that members of family all have unique roles that contribute to successful cooperation of the family unit; begin to understand that cooperation is not limited to family members or even people – cooperation also happens amongst animals and even within our own bodies

**Content:** Social Studies (self, family and groups; roles and cooperation); Health (Digestive System); Physical Education (Team Cooperation); Science (Digestive System)

**Skills:** Following directions; sequencing; organizational; peer collaboration

Materials and Resources. (Include all artifacts necessary to teach the lesson and for students to use for enjoyment of the subject or research purposes- do not list technology resources here).

* *Who’s Who in My Family,* by Loreen Leedy
* *The Magic School Bus Inside the Human Body*, by Joanna Cole
* Digestion “organ” images printed on card stock and attached to yarn to form necklaces
* Digestive organs and functions worksheet
* Paper and Pencils

Technology Resources. List all technology resources used in this lesson with a short explanation on how they will be used.

In this section you will list the major events in the lesson. If this lesson will take more than one class please indicate what will occur on each day of the lesson (i.e. Day 1, Day 2, etc.).

* Internet accessible computer
* Multimedia data projector

Lesson Introduction. (How you will assess prior knowledge, provide an introduction to the unit including purpose setting, motivation and relevancy to students.).

(Day 1)

* Read “Who’s Who In My Family”, by Loreen Leedy, and brainstorm with class/discuss the roles of various family members and their contribution to the family unit (emphasizing cooperation and the contribution to the family unit). Include traditional families, single parent families, blended families and extended family members in one household [grandparent(s), cousin(s)] as part of the discussion.
* Work with the students to create a list of the jobs done by each person in his/her family. Incorporate this information into a web connecting how each person influences everybody else. Record thoughts on butcher paper. Ask the students to draw themselves and their families. Display the pictures around the room or in the hall.

Lesson Development

(Day 1)

* Working in teams, ask the students to add in other people, including aunts, uncles, neighbors and friends (and pets) on an outer circle who play a significant role in their lives. What role do these people have in their lives? Allow time for the students to share with their teams and report back to the whole class.

(Day 1 or 2)

Incorporate Health Lesson into the idea of cooperative roles:

* Read aloud “The Magic School Bus Inside the Human Body”, by Joanna Cole

Bring up <http://library.thinkquest.org/5777/dig1.htm> and share a guided tour of the digestive system from the site, using the multimedia data projector.

* By clicking on parts of the digestive system, reinforce the name of each organ – Teeth; Esophagus; Stomach; Small Intestine - and its function.

Lesson Closure

(Day 1 or 2)

* Pull names out of fair can to assign student roles to cooperatively act out the digestive system (i.e. 2 to 3 students may make up the teeth; 5 to 6 students may make the esophagus; etc.)
* Each group of students making up the various organ (with guidance) will write one to three lines about the organ’s function in the digestive process
* Students will wear a picture of their “organ role” on a sign that’s hung around their neck; with the teacher’s guidance and narration of the process, students will form a human digestive system and cooperatively pass food through the group
* At the end of the demonstration, prompt a class discussion by linking the idea of cooperation amongst organs in the body back to the idea of roles and cooperation within the family
* Conclude by prompting or stating idea that just like the digestive system, a family unit needs each individual member to contribute cooperatively to function at its best!

Accommodations and Modifications.

* On worksheets, provide matching organ names and functions (provide most students with word bank and a fill-in-the-blank option, and provide struggling readers/writers with matching option)

Assessment (Include type of assessment and criteria for each level of performance.)

* If student’s work falls into “Try Again” range, meet individually with students to first assess understanding of assignment; give student opportunity to take home and revise or to complete during independent working period
* If student’s work falls into “Almost” range, discuss specific type of error made, give student opportunity to correct error, and watch for similar types of mistakes that might be made in future work
* If student’s work falls into “Well Done” range, note particular strengths and identify areas in which student could benefit from additional practice
* Carefully consider when to ask students for feedback regarding whether they enjoyed an assignment, and whether they felt it was “too easy”; “just right” or “too difficult” – have students give evidence for their reasoning.

Formative

* Student participation in class discussions
* Student participation and cooperation in working with classmates to form a human “digestive” system

Summative

* Completed handout with labeling of digestive organs and matching description of each organ’s role in the process

Plan for communication assessment results to students.

Bibliography (Use APA style.)

Cole, J. (October 1990). *The Magic School Bus Inside the Human Body*. New York: Scholastic Press.

Leedy, L. (August 1999). *Who’s Who in My Family.* New York: Holiday House.

ORACLE ThinkQuest. The Digestive System. Retrieved from: <http://library.thinkquest.org/5777/dig1.htm>

**Lesson 6**

Name of the Lesson

Length of Lesson (Approximate time to complete the ENTIRE lesson. If this is a multiple day lesson, indicate how the learning will be dispersed over those days.)

3 45-minute class periods (over 3 days)

Content Area (Choose all appropriate areas.)

Social Studies; Theatre; Language Arts

Objectives

* Brainstorm schools experiences where students have choice to act respectfully
* Uses introduced vocabulary comprehensively within role-playing scenario
* Verbally distinguishes between selfish and selfless actions
* Cooperatively engages in learner-directed role-playing scenario contrasting behavior types

Standards for Social Studies (RI GSE and NCSS; only include the part of the standard that you are actually teaching; leave out extraneous words)

RI GSE: C&G.3(K-2)-1.a.Exhibiting respect (e.g., waiting one's turn, respecting differences, sharing, etc.) for self, parents, teachers, authority figures (police, fire, doctors, community leaders), and others

C&G.3(K-2)-2.a.Demonstrating personal and group rights and responsibility (e.g., self-managing behavior, time, space, and materials)

C&G.3(K-2)-2.b.Working cooperatively in a group, sharing responsibilities or individual roles within a group

NCSS: Individuals, Groups & Institutions:

* Concepts such as community, cooperation, rules and norms
* How rules and norms of groups to which they belong impact their lives
* Describe interactions between and among individuals and groups
* Show how groups works to meet individual needs, and promote or fail to promote the common good

Standard for second Content area

RI GSE: Arts Education: 1.3.1.Perform collaboratively in a variety of dramatic genres and activities: including pantomime, story telling, and improvisation; in a variety of settings.

National: Theatre: T.1.2.Students improvise dialogue to…formalize improvisations by writing or recording the dialogue; T.2.3.Students assume roles that exhibit concentration and contribute to the action of classroom dramatizations based on personal experience and…imagination

CC Language Arts:

RI GLE: Language Arts: W-1-1.1.Expressing an idea using pictures and letters; OC-1-1.5a.Understanding that communicating is verbal and nonverbal; OC-1-2.1.Orally ordering ideas in a sequence or telling a familiar story; OC-1-2.5.Recognizing role of audience

National: Language Arts: N.4.Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. (NCTE); N.11.Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. (NCTE)

Concepts/Content/Skills

**Concepts:** Distinguish between selfish and selfless actions relating to school procedures and rules; understand how rule of law promotes the common good

**Content:** Social Studies (Understand relationship between behaviors and how behaviors relate to the common good); Language Arts (Ability to express perspective and to incorporate learned vocabulary); Theater Arts (demonstrate though drama relationship between contrasting behaviors and how those relate to the common good)

**Skills:** Following directions; organizational; sequencing; peer collaboration

Materials and Resources. (Include all artifacts necessary to teach the lesson and for students to use for enjoyment of the subject or research purposes- do not list technology resources here).

* Scenario Cards
* Paper and Pencils
* Crayons, colored pencils
* Family Letter (take-home assignment)

Technology Resources. List all technology resources used in this lesson with a short explanation on how they will be used.

In this section you will list the major events in the lesson. If this lesson will take more than one class please indicate what will occur on each day of the lesson (i.e. Day 1, Day 2, etc.).

NA

Lesson Introduction. (How you will assess prior knowledge, provide an introduction to the unit including purpose setting, motivation and relevancy to students.).

(Day 1)

* I will enter the room displaying inappropriate classroom procedures. I will select two students to work with me so that I can role-play the following activities: cut in line, interrupt, push, tattle, etc.
* Have students identify the negative behaviors and consequences, and the positive alternatives and consequences. As a whole class, develop a definition of **common good** and relate that to school and classroom climate.
* Call students to rug and form large circle. Each student will respond to the following statement: “I feel angry or sad when…” The students will then divide a paper into two parts. They will choose one of the ideas discussed at circle time and illustrate, using words or pictures, show the behavior practiced correctly and incorrectly.
* Incorporate key vocabulary (i.e. selfish; selfless; cooperate; etc.) into conversation for later use in scenarios. Assign Family Letter assignment (students will take home similar assignment to complete with parents/guardians).

Lesson Development

(Day 2)

* Break the students into groups Have each group draw a scenario card.
* The group will then brainstorm ways to act out the scenario in two ways; one in which the rules are followed appropriately, one in which proper rules are ignored. The students will act in both selfish and **selfless** ways.
* Each student must assume a role in the scenario and be ready to perform their dramatic representation on the following day. I will visit each group that day and record their ideas for the scenario (used as part of summative assessment), prompting each student with a question to gauge comprehension of concept, as well as each member’s role.

Lesson Closure

(Day 3):

* Review with each group their role-playing ideas from the day before.
* Groups will take turns performing scenarios. The group will not reveal in advance their scenarios.
* The students will then discuss and guess the scenario performed for them, identifying selfish and **selfless** behaviors
* Prompt teacher-guided discussion and provide examples about the rule of law and the importance of following rules for the **common good**, as it relates to the students’ scenarios.

Accommodations and Modifications.

* Provide option to provide interpretation of behaviors in written form, through illustrations, or both
* Record and review group role-play ideas to provide scaffolding
* Allow students to use simple props (hand puppets for example), costumes, etc. in role-playing, to provide further avenues for expression and creativity

Assessment (Include type of assessment and criteria for each level of performance.)

Plan for communication assessment results to students.

* Give immediate positive group feedback (model how to do this as an appreciative audience member), highlighting at least one concrete aspects (i.e. I really loved the way that \_\_\_\_\_ demonstrated how to apologize and offer a selfless solution in response to his earlier selfish behavior); if needed, discuss with individual students any areas for improvement based on criteria noted above

**Formative:**

* Observe and note individual students’ participation in class discussions
* Listening skills during group presentations
* Completed Family Letter assignment

**Summative**:

* *Completed Student Illustrations* – Accurately portrays selfish or selfless behaviors and orally supports with evidence/reasoning
* *Performance Observations:*
  + **Criteria to be evaluated:** Worked cooperatively with group members; verbally conveyed difference between selfish/selfless behavior as it relates to group-assigned scenario and correctly utilized or responded to at least one vocabulary term associated with lesson with competency (prior to performance); demonstration on scenario card performed accurately

Bibliography (Use APA style.)

Paparella, B. I Feel Angry or Sad When…(K-2). Retrieved from http://learningtogive.org/lessons/unit156/lesson5.html

Culminating Activity (This completes the unit and is usually a project. Describe how you will have students apply the major skills, concepts and content of the unit and share what was learned by sharing it with another audience.)

Artists rely on images to communicate their experiences and ideas about community to their audience. Through this project, students will be introduced to a new word (community); explore their ideas of community, and use both the visual arts and language arts to communicate this experience with others.

* As a class, discuss what the word community means. Lead discussion about the makeup of communities, such as a neighborhood community and school community.
* Talk about the roles that people play in a community, and how they work together. Discuss why these roles are important to the people who live in the community. Encourage students to recognize people who they feel make a positive contribution to their community—police, firefighters, nurses, etc.; also recognize school community—safety officers, nurses, custodians, lunch helpers, etc.

(Day 1 and Day 2) - Identify key members of the selected community. Discuss the details of the role these members play and their responsibilities to that community.

* Use flip charts to record the students brainstorming, and key words as a reference for later activity. Comments should be made on how important these members are to the community. Efforts should also be made to identify members that may be unique to the chosen community – contributing to its character and reflecting its cultural identity.
* Assign student pairs, each with individual and equal roles, to one of the community members identified in the brainstorming session.

(Day 2 and Day 3)

* Have students create an image of their selected community member performing an 'every-day' act of service to the community - have books and other texts and images available (based on members chosen) that students can use as a resource or ideas
* The image should be accompanied by a written description of who is the community member, what their responsibility is, and why their role is important to the community. Remind students to use words and ideas listed from the group brainstorming as appropriate.
* Collect all complete 'panels', and mount on butcher paper; hang community “mural” in hallway

Culminating Assessment (This the summative assessment. Provide criteria and level of performance. Describe how you will share its results with the student.)

* Host a presentation of the mural during the school day, with an open invitation to other first grade classrooms, teachers and parents.
* Ask the pairs of students who worked on each 'panel' to stand together and speak about the community member they selected to work on; students will have worked on writing and editing their narrative descriptions beforehand.

**Assessment Criteria:**

* *Artistic Representation*
  + 5 – Accurate depiction of community member and corresponding action; uses appropriate detail, form and color
  + 3 – Accurate depiction of community member, though action may be a bit vague (or vice versa); uses appropriate detail, form and color, though one aspect may be underdeveloped
  + 1 – Vague depiction of community member and action; some detail, form and color present, but does not lend itself to description
* *Narrative/Oral Delivery*
  + 5 – Written (each student will hand in individual written description – looking for complete sentences, correct capitalization and punctuation, and correct spelling of common words) and verbal description matches mural representation; describes why community member is important (using learned vocabulary) and use of certain media techniques (color, details, etc.)
  + 3 – Written (one to two technical errors) and/or verbal description provide matching interpretation of both the community member and action, though some details may be overlooked when delivered verbally; describes why community member is important, but may miss using some learned vocabulary where appropriate; notes use of certain media techniques but not able to fully explain why such were chosen
  + 1 – Written (three or more technical errors) and/or verbal description do not clearly match visual representation; many details left out of verbal presentation; not able to describe significant of why community member is important; does not use any learned vocabulary; does not immediately recognize use of certain media techniques and is not able to explain decision behind those chosen

**Assessment Communication:**

* Allow audience members to provide students with direct and immediate feedback
* Meet with student pairs (and individuals, as necessary) to discuss both strengths and weaknesses
* Allow all students to provide feedback on project, and to provide one thing that they really liked about their presentation/representation and one thing that they might change or do differently if they were to do this project again

**Bibliography:**

Eugene Burroughs Middle School. Everyday People, Everyday Things: C is for Community Lesson Plan K-2. Retrieved from: <http://teachershare.scholastic.com/resources/853>