Name: Lauren D’Ambra

Date of Evaluation: 03/25/13

Grade Level: 1st

School: Peace Dale

Duration of Evaluation:

Time of Evaluation: 10:45 – 11:40

Person Doing Evaluation: Kay Johnson

**Lesson Objectives**

* Students will **recognize** that all families have similarities and differences, and that a family is a type of community.
* Students will pay attention to sequencing (organization) and type of/size of various 2d shapes in order to **create** a family glyph.

**CCS -1.G -** Reason with shapes and their attributes.

2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

**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)

**NCSS:** Individual Development and Identity:

* Concept of Family
* Identify people, groups…that contribute to development

**Materials and Resources**.

* Step-by-step directions for making Family Glyphs
* Construction Paper
* Lined Paper
* Scissors
* Markers & Glue Sticks
* Ceiling projector to show video & song (lesson introduction)
* Glue sticks

 **Instructional Activities/Tasks:**

Introduction:

* Open with video & song – *“We’re a Family”* (Sesame street)
* Pose question, “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)
* After students contribute, add key word to web – Community; give student-friendly definition and help to develop initial comprehension by giving examples

 (RIPTS: 1; 2; 3; 4; 8)

Active Engagement:

* Explain that we’ll be making Family Glyphs – briefly review definition - 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

(RIPTS: 1; 2; 3; 4; 5; 6; 8; 9)

Closure:

* Do a class “gallery walk” – students will leave their glyphs at their spot and walk around each 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.
* Conclude by having discussion of what it means to be a family.

(RIPTS: 1; 2; 3; 4; 5; 6; 8; 9)

Reading:

* During Read-Aloud later in day, read *The Family Book*, by Todd Parr

**Assessment**

* Individual students’ responses in whole-group discussion and sharing of their understanding of a family
* Completed Family Glyph

Learners Factors

* I will provide colored symbols (i.e. of each piece of glyph) within each step to aid beginning readers as they complete their glyphs. I will also provide a yes or no checkbox for each characteristic. We will read through the directions together and check off as a class before the students begin their glyphs.
* Students who may finish early will have the option to create their own family or individual characteristic and corresponding symbol/glyph addition. Students who complete this task will also have the opportunity to provide a written definition of family in their own words.

(RIPTS: 2; 4; 5; 6; 8; 9)

Environmental Factors

* Students will discuss in a whole-group setting their ideas as to what they believe a family to be and/or represent, and how they believe families within their own classroom are alike and/or different.
* Students will make an individual glyph that showcases information about themselves and their families.

(RIPTS: 2; 3; 4; 5; 6; 8; 9)

Bibliography

* [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 Glyph – <http://lesson-plans.theteacherscorner.net/socialstudies/family.php>
1. **How effective was the lesson plan?**

The lesson plan was complete in addressing all necessary areas and concise, covering all of the main teaching points and addressing imperative pedagogical aspects (i.e. introduction and use of technology and engagement; process for explaining activity; closing and summarizing the main points of the lesson; addressing environmental and learner needs; and multiple forms of assessment (formative and summative). I was able to follow and, for the most part, complete all steps in (almost!) one lesson (i.e. about 1 hour).

1. **Was the pace of the lesson appropriate?**

While the lesson was fairly long (about 1 hour) for first grade, the pacing of each part of the lesson helped with its success. The introduction was a little over 10 minutes and included the whole class in helping to build the lesson’s theme.

The majority of the lesson included active student engagement (producing a product). It was necessary to walk through each step of the activity and to have the children follow along; while this step had the potential to lose the attention of some of the children, I helped to keep their focus by asking the students to read along with me, giving explicit directions on what to do (check yes or no); I walked around quickly after each direction to survey students’ progress; I asked for questions halfway through directions – one student asked question about a direction coming up, which I advised her to hold on to, as we would address, but reinforced by stating it was a good question; and I let students know when to pay closer attention.

In closing, I called the students back to the rug with their almost-completed glyphs, and we had about a 10-minute observation of each student’s work and discussion about what we noticed

1. **Did you implement effective classroom management strategies? (Ex: Use of proximity, positive reinforcement, etc.)**

I feel my classroom management strategies have greatly improved over the past two months; I was able to watch and reflect on my progress, as my cooperating teacher recorded the lesson via iPad. I was able to see all students in the beginning of the lesson (up front while they sat on rug), and naturally voiced students’ names when they needed to redirect their attention. I assessed students’ understanding and focus by asking several times for them to show me thumps up or down in regards to understanding the activity. I used an effective transition when it was time to start the activity, dismissing the children by table and asking them to tiptoe back. I gave explicit directions before starting the activity.

When the children started to chat after the transition, I asked for eyes up i.e. eyes up, mouths in the off position, which I’ve started to use consistently and have found to work the 95% of the time. When children get up out of their chair to ask me a question, I listened and was able to answer the question quickly and/or direct them back to their chair and provide the answer to the whole class.

I used positive reinforcement several times. I picked one helper (passing out paper) and based this on how well she was sitting, waiting and raising her hand, and pointed this out to students. I acknowledged students’ good questions; gave comments and encouragement to individual students during the lesson; and after the summary discussion I complimented all students on a job well done during the activity.

1. **Were all students actively involved in the learning process?**

I opened the lesson by having the students watch a video and tell me what the lesson was about, which was a great way to encourage active student involvement from the start. The students helped me build their ideas of a family, and I tried to include all children (even those not raising their hands) in the discussion. When I asked n open-ended discussion and a particular student had difficulty, I rephrased to ask a more specific question (who’s in your family?), and then drew from his response (mom) to generate the idea of family members. When a student forgot their contribution, I pointed to my head and asked him/her to see if it comes back and promised I’d come back, which I did.

One student, J, came in late; he has an IEP and was out working with the resource teacher. Because he had missed some of the directions, I immediately went to him after finishing the directions and sat with him to read through the first steps; I told him I’d be back to check after he completed first step. When I came back, he was having difficulty cutting out his roof, so I completed the first cut and had him complete the process. This was an effective way to ensure that all children, even those coming in and out of the classroom, did not get left out of the activity.

I consistently used the students’ responses (or lack thereof) to my questions about the main themes of the lesson, and I summed up their ideas and gave student-friendly definitions of new concepts during the conclusion.

1. **Were the materials of interest to the students?**

All of the children appeared to really enjoy the opening video, which was about families and applies to all students (no matter the family makeup). Most of the children were engaged in the opening discussion (we ran out of room on the white board to write down all of their ideas), and they were also engaged in the activity of constructing their own glyphs. During the conclusion, most of the students actively observed each other’s glyphs and many were eager to know whether they could finish after lunch (which we were able to do). At the close of the lesson, I asked for their opinion on whether they liked the lesson (thumbs up, thumbs down), and got an overwhelming majority of thumbs up. I like this quick assessment and will try to use some form of this exit survey in more lessons.

1. **Discuss the effectiveness/ineffectiveness of your teaching. (What worked, what didn’t, how this informs your instruction)**

I thought this lesson exhibited many effective strategies. I connected students’ comments (helping to take care of baby brother) back to the video example, helping to build upon existing schema. During the lesson, I used effective hand gestures, particularly putting my finger over my lips when I wanted them to lower their voices and pointing to my head whenever I advised them to keep an idea “in mind”.

Before starting the glyph activity, I reviewed the glyphs we had done in past month and asked student for definition to assess current knowledge. I gave an explicit overview of the entire lesson before sending them back to their tables to walk through the activity steps, during which I had my own glyph as an example to which to refer. When the directions called for representing a specific number (members of family), I directed the children to write down that number (which also helped strengthen my assessment of students’ ability to follow directions and their own notes). I incorporated several students’ questions into my directions, informing the children to count the number of people living with him/her at home (and pets ☺), and also addressed the subject of living in more than one house.

While I had an example glyphs and explained my process, I let the students cut out their own shapes and make their own features, to enhance creativity and strengthen assessment of fine motor skills and geometrical knowledge. During my directions, I was able to integrate past learning in math by reminding students about wholes, halves, and quarters, and demonstrating how to make a tall or small house by folding paper accordingly.

I was able to call all children back to the rug at the end, by which point the majority had finished most of their glyphs, and to have a closing discussion (with student contributions) about the main themes.

In the future, I might have more construction paper sorted by color ready to pass out (just in case). I might also have individual students fold their directions in half (vertically) so that they can more easily follow and complete each step without getting overwhelmed.

1. **Discuss your assessment. (What was learned, how do you know)**

After watching the video and having students give me the theme of the lesson, I asked an open-ended question, writing the key word ‘Family’ on the white board. I was able to assess students existing knowledge about families by taking students’ comments (as is) and rewording and extending ideas as necessary. To help visualize students’ knowledge, we created a mind map and circled main themes and boxed examples.

During the activity, I was able to walk around and assess students’ progress by looking at each glyphs and conferencing with individuals. When we came back to the rug at the close of the lesson, I posed the open-ended question – “What do you notice?” – about the glyphs. When a student commented that they were all different, I was able to acknowledge and extending by asking if some had some things in common. When students’ responded yes, I was able to build on their observations by commenting, “I’ll tell you what that’s telling me, we all have things about our families that are different and alike, and we all have things about ourselves that are different and alike”.

After the students completed their family glyphs (by end of the day), I was able to go back and look at their individual checked boxes and assess their final product. I also had an enrichment component that most students completed, which was to write their own definition of a family, using the sentence started “A family is….”.