Teacher Work Sample

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Elementary Education
02/11/2018

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1. Learning Context:

School district: Alpine School District
Name of school: Highland Elementary School
Title 1 school? No

Demographics of school: Highland Elementary is located in Highland, Utah off 6000 west and Timpanogos Highway. There isn’t a lot of ethnic diversity in this school, there are a total of 837 students; 364 females and 473 males. There are 2 American Indians, 5 African Americans, 17 Asians, 21 Hispanic, 34 Multiple Race, 16 Pacific Islander, and 741 White. 117 of the students are economically disadvantaged, 85 students have disabilities, and there is only 1 EL student.

Description of school climate:

The climate of Highland Elementary has been great overall. It’s a very welcoming environment and the community is very involved in the school. Out of all the schools that I have been involved with, I can genuinely say that this school has had the least amount of behavior problems that I have seen or heard about out of all of them. I know that a big part of this comes from not only the leadership within the school, but also the involvement of the parents and the community. As you read above, the ethnic diversity of the school is very low, but the few students who have parents that don’t speak English, are immediately accommodated with a translator to help them with communication between their student/s teachers and the administration. During parent teacher
conferences, one of the student’s parents didn’t speak English, and not only did we have a translator at the school waiting for her appointment, but there was also a mother who was helping with the Book Fair that spoke fluent Spanish and immediately volunteered to help out if needed when she heard me ask the TAA where the translator was, because the mother’s appointment was supposed to be starting 10 minutes from then. That was such a great experience for me to witness first hand a mother at the school offer her help, without hesitation, for someone she didn’t even know. That is only one small example of the involvement of parents in this school. Another comes from within the school, it’s called the School Community Council. This council is made up of parents and professionals within the school. They help determine the needs of the school and what the best methods and programs are to support those needs through the School Land Trust Program. They meet about 5-6 times during the school year to discuss the needs of the school, the School Land Trust plan, and the implementation of the Trust and the ideas to meet the school’s needs. I had the privilege of attending one of these meetings, because my mentor teacher is one of the professionals that is involved in it for the 2nd grade. What I love about this council, is that there are more parent members than school members, and there are two members from the community that are also part of it. The main goal of the council, which correlates with the goal of the school, is that the percent of first through third grade students reaching the benchmark on the DIBELS reading assessment will be 90% by the end of the 2017-2018 school year. One of the strongest steps that I believe they are taking, is by having teachers attend a reading and language arts professional development course and participate in summer collaboration grants. The physical and academic environment of this school is very nurturing, but also keeps a strong school-wide set of rules. No matter what hall that you are in, there are posters about bullying and how not only should you never bully, but also what you can do to help prevent bullying. Overall, the students in this school are receiving a great education and have so many positive influences throughout the school that are there to help and guide them.

Grade level: 2nd Grade

Learning environment: [attendance, classroom management plan, seating arrangement, level of student engagement in learning, level of safety for learning]

Subject matter of lessons: Writing, Science, and Art.

Total number of students: 27

Students with special needs and short explanation of the needs: Shasta and Carson are both students who are monitored in their reading ability. Both have very low reading scores, but Shasta does not have an IEP. Kaylee goes to therapy every Thursday for an hour to help with anxiety. Carson goes to TLC Monday through Friday every morning at 9:20 am. Jeremiah is diabetic and needs to be tested every morning before class, every lunch before he eats, and at 2:00 pm to make sure that he is within healthy blood sugar levels.

With IEPs: Carson is the only student in the class that has an IEP, it is focused mainly on his reading ability.

Students who receive speech/language services: Kaylee, Eliza, and Grace receive speech services on Monday right before lunch.
English language learners: We do not currently have any ELL students in the class.

Gifted and talented: Just from observation, grading of assignments, and participation in class, I have found that there are 3 gifted/talented students; Blake, Adam, and AnaBelle. They score well above proficiency on all tests across all subjects. Blake and Adam are already in multiplication, where all the other students are in either addition or subtraction. Adam understands the concept of simple division as well. They work at such a faster pace than all the other students and their reading levels in Dibels are all in the blue, which is above goal.

Other (e.g., 504 plans--please specify): Jeremiah is Diabetic and must be tested multiple times throughout the day while at school. Principal, Assistant Principal, or school nurse does it with him.

Students’ prior knowledge for these lessons: Based on what was discussed with the students about penguins and what they knew, most of their knowledge of penguins had come from what they had seen in movies, or what they learned while at the aquarium looking at the penguins. They have been taught the basics of writing papers and know that they can’t write a research paper as if it were a list, and they need to indent the beginning of all paragraphs. Now, just because they know what to do, doesn’t necessarily mean that they remember to do it when it gets to the point of writing. In first grade, they were taught how to write nice and neat.

Students’ background and interest for these lessons: This group of students absolutely love to do art. If they know that at the end of a project they will get to complete an art piece that goes along with it, then that becomes their motivation to work. They were so excited when they found out we were going to not only be learning about penguins, but also get to create our very own life size penguins at the end of the unit. They are curious about so many things, especially animals that they don’t see very often.

This unit was so much fun for not only me, but for the students as well. I learned almost just as much as they did, and because of that I was able to adapt the lesson and even speak with the Principal about the possibility of watching a movie to go along with the lesson; Happy Feet. I believe that this unit not only interested them, but that they truly enjoyed it.

2. **Focus Students: Kaylee and Silo**

**Description of student 1: Silo**

Silo is one of the lower students in the class. He struggles in writing, reading, and math and it shows in his assignments. He has a hard time communicating with you when you are talking to him about his work and is always fidgeting or biting his nails to the point they bleed. I feel he has an issue with feeling anxious. When we are working on something that he has grasped, he is eager to raise his hand and try to answer the questions that are asked. I have noticed that if he is not 100% sure that he knows the answer, he won’t raise his hand and try to answer. He struggles during reading group and is always one or two words behind everyone else when we are all reading a passage together. His average math scores range from 60-80%, and he
is on an L level in reading. He struggles with spelling and punctuation, and when you are teaching something that he doesn’t understand, it’s rare for him to come up and tell you that he doesn’t understand it. You must go to him and physically see his work and what process he is doing to try and understand his thought process of how he is solving problems. He has been doing great with double digit subtraction, and only gets confused a couple times on certain problems. After speaking with him and my mentor teacher, he lives with his grandparents due to mother getting into drugs. He isn’t into sports, but his favorite thing to do is play different video games; he loves Minecraft, he also loves music. If you are talking to him about school or homework questions, you will barely get anything out of him, but as soon as you start talking about video games or Minecraft, he turns into a completely different child. His family didn’t show up for parent teacher conference, and he doesn’t read his take home reader very often, which pushes me to believe that the school support isn’t very high at home. He is a smart boy, he just needs to listen to the lessons better and not be afraid to ask for help when it’s needed. When it comes to my teaching, I have tried to make references to games and really observing and monitoring him to see when he needs further clarification on things. I have also created songs or found songs about a lesson to help the students gain a better understanding. I began doing this for him but found out over time that it was helping multiple students as well.

**Description of student 2: Kaylee**

Kaylee is one of our higher achieving students, she scores well in all areas and is a very proficient reader and writer. She is eager to learn, quick at completing assignments, always asks for help when she is struggling with understanding something, and if she does get something wrong she looks over it and then giggles at herself and says, “OOH, I know what I did wrong!” She will then go back and fix whatever mistake that she made. She is very involved in class and absolutely loves raising her hand to try and answer questions, even if she isn’t sure if she knows the right answer. Her family is very involved in her education, and I know that they read every night with their kids. Even though she isn’t the highest in the class, she stood out to me from the very beginning to choose as one of my focus students, because of her drive to learn and do better in everything that she does. I was very surprised to find out that she goes to speech once a week before lunch, and she gets checked out every Thursday by her mom to go to therapy. At the beginning of the year she greatly struggled with anxiety and would break down multiple times during the day. As of now, I don’t see any signs of anxiety struggles in her and she does absolutely amazing in class and working with her classmates. She is very outgoing and loves to tell me about her family and the parties that she has for her friends. She is very kind and helpful as well; for example, we had a new girl show up less than a month ago, and immediately she clung to her side to make sure that she had a friend and new how to do things in the class and help her with concepts that she didn’t quite understand.

**Name:** Amber Lowry  
**Grade:** 2nd Grade

**This is a week-long lesson plan; vocabulary, comprehension, writing, science, and art.**
Explicit Lesson Plan Topic: Penguins, writing, and art.

Rationale for methods: Science can be a difficult subject to learn, but I know that the most engagement and learning happens for the students when they are immersed in the discovery and get to explore to find the answers. This entire unit is very inquiry based; they are given questions and they get to explore to find the information that’s needed to answer those questions.

In my writing course during Fall semester, my eyes were opened to the realization of just how important that writing is for students, even very early grades. I believe writing and reading to be the foundation for all subjects. When you are able to read about something, and then write it down, it helps to strengthen students’ understanding of what’s being taught.

Academic language/Vocabulary Objectives:
1. The students will analyze the research that they find and the information they read from the non-fiction books, and then summarize what they have found in their outline.
2. Students will need to learn the specific terms for this lesson; habitat, diet, and life cycle, and be able to write about them in their paper.

Required materials, resources, and technology: Each day of the unit has its own set of materials listed within the daily lessons. The main technology that is used will be the Doc Cam projection. This is used to model to the students, and complete share readings. Students’ interactive notebooks will be used to glue in any language arts papers that they complete during the unit; analyzing text and vocabulary/comprehension worksheets.

Learning Objectives: The students will understand how to complete research and fill out an outline. The students will learn about an animal’s habitat, diet, babies, appearance, life cycle, and include interesting facts. The students will fill out their penguin outlines and use it to complete their research paper. The research that is completed will assist student groups in creating their own life size penguin.

Common Core State Standards: CCSS.ELA-LITERACY.RL.2.1
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.L.2.2
Demonstrate command of the conventions of the standard English capitalization and punctuation when writing.

CCSS.ELA-LITERACY.RL.2.3
Describe how characters in a story respond to major events and challenges.

CCSS.ELA-LITERACY.RL.2.6
Acknowledge difference in points of view of characters.
**Utah Core Standard:** Language Arts: Reading Literature Standard 1; Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Language Arts: Language Standard 2; Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Language Arts: Reading Literature Standard 3; Describe how characters in a story respond to major events and challenges.

Language Arts: Reading Literature Standard 6; Acknowledge difference in points of view of characters.

Science Standard 1 Objective 1; Generating evidence: Using the processes of scientific investigation (i.e. framing questions, designing investigations, conducting investigations, collecting data, drawing conclusions).
   d. Collecting data: Deciding what data to collect and how to organize, record, and manipulate the data.

Science Standard 4 Objective 1; Tell how external features affect an animals’ ability to survive in its environment.
   b. Develop, communicate, and justify an explanation as to why a habitat is or is not suitable for a specific organism.

Objective 2; Identify basic needs of living things (plants and animals) and their abilities to meet their needs.
   a. Communicate and justify how the physical characteristics of living things help them meet their basic needs.
   b. Observe, record, and compare how the behaviors and reactions of living things help them meet their basic needs.

Fine Arts Strand: Create (2.V.CR.1): Brainstorm multiple approaches to an art or design problem, and make art or design with various materials and tools to explore personal interests, questions, and curiosity.

Fine Arts Strand: Create (2.V.CR.5): Discuss and reflect with peers about choices made in creating artwork.

**Lesson Day 1:** Introduction of vocabulary, the literature text, and the habitat, diet, babies, appearance, life cycle, and interesting facts papers for their penguin project.

**Subject and Grade level:** 2nd grade Science and Language Arts

**Materials:**
- Flight School by Lita Judge
- Vocabulary cards
• Vocabulary definition cards
• Habitat, diet, babies, appearance, life cycle, and interesting facts papers.

**Time Frame:** 1 hour

**Introduction:**
We are going to learn our new vocabulary words for the week, read our book *Flight School* by Lita Judge, have a short discussion on it, and then go over the papers that are up on the board. (Habitat, diet, babies, appearance, life cycle, and interesting facts).

**Teacher Modeling (I DO section):**
“Alright everyone, come to the rug please and keep voices off. I am going to read our book for the week to you, but first we are going to go over our vocabulary words.” Move to guided practice.

**Guided Practice (WE DO section):**
“Our vocabulary words are; (read the vocabulary words aloud to them), by raise of hand who can tell me the definition of one of them?” (Pick on a student to give the definition of one, don’t go onto the next vocabulary word until the first one has had the definition given by a student and a short example of it by the teacher, do this over and over until all the vocabulary words have been reviewed).

(After the vocabulary words have been reviewed, read the book of the week to the students and have a short discussion.) “Now that we have reviewed the vocabulary, and read the book, please go back to your seats and focus your attention to the whiteboard.” (Students go back to their seats). “By raise of hand, who can tell me about what a habitat is? What a diet is? What appearance means? What a life cycle is?” (Go through all of these with the students and read to them what each paper says (papers will be attached below). “This week we are starting our penguin research project, you will be split into groups and then each group will be given a different species of penguin to learn about.” (Split into groups and assign a penguin to each).

**Accommodations:** For the students who have difficulty with their reading; Shasta and Carson, I read each of the vocabulary words aloud first before I ask for any volunteers to tell me what they believe the definition is for a word. There are very few accommodations needed in this class.

**Lesson Day 2:** Anchor chart and vocabulary

**Subject and Grade level:** 2nd grade Science and Language Arts

**Utah Core Standards:** Language Arts: Reading Literature Standard 1; Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Language Arts: Reading Literature Standard 3; Describe how characters in a story respond to major events and challenges.
Language Arts: Reading Literature Standard 6; Acknowledge difference in points of view of characters.

Science Standard 1 Objective 1; Generating evidence: Using the processes of scientific investigation (i.e. framing questions, designing investigations, conducting investigations, collecting data, drawing conclusions).
   d. Collecting data: Deciding what data to collect and how to organize, record, and manipulate the data.

Science Standard 4 Objective 1; Tell how external features affect an animals’ ability to survive in its environment.
   b. Develop, communicate, and justify an explanation as to why a habitat is or is not suitable for a specific organism.

Objective 2; Identify basic needs of living things (plants and animals) and their abilities to meet their needs.
   a. Communicate and justify how the physical characteristics of living things help them meet their basic needs.
   b. Observe, record, and compare how the behaviors and reactions of living things help them meet their basic needs.

**Rationale for methods:** Science can be a difficult subject to learn, but I know that the most engagement and learning happens for the students when they are immersed in the discovery and get to explore to find the answers. This entire unit is very inquiry based; they are given questions and they get to explore to find the information that’s needed to answer those questions. This is my overall rationale for why I am teaching this unit the way that I am; research, exploration, summarization, and engagement.

In my writing course during Fall semester, my eyes were opened to the realization of just how important that writing is for students, even very early grades. I believe writing and reading to be the foundation for all subjects. When you are able to read about something, and then write it down, it helps to strengthen students’ understanding of what’s being taught. Completing a research paper is a great way to strengthen student’s understanding and also strengthen their writing skills.

**Academic language/Vocabulary Objectives:**
1. The students will analyze the vocabulary words during our re-read of the book of the week and decode why the author chose to mirror the beginning and end of the book. Students will analyze the text being read to them through the pictures/illustrations.
2. Students will need to learn the specific terms for this lesson; habitat, diet, and life cycle, and be able to write about them in their paper.

**Learning Objectives:** The students will understand how to complete research and fill out an outline. The students will learn about an animal’s habitat, diet, babies, appearance, life cycle, and include interesting facts. The students will fill out their penguin outlines and use it to complete
their research paper. The research that is completed will assist student groups in creating their own life size penguin.

**Materials:**
- *Flight School* by Lita Judge
- Non-fiction books on penguins
- Analyzing pictures paper
- Technology: Doc Cam Projection
- Penguin outline paper
- Written outline on whiteboard as an example
- Scissors
- Pencil
- Glue
- Language Arts Interactive notebook
- Easel with paper for anchor chart

**Time Frame:** 1 hour

**Introduction:**
We are going to re-read *Flight School* and then have an anchor chart discussion on why the author chose to have the end of the book be the same as the beginning of the book. We will then go back to our desks, discuss our penguin project, and then complete an analyzing pictures paper.

**Teacher Modeling (I DO):**
(Teacher will show the paper that is going to be completed and give a quick verbal instruction of how it will be completed; the paper will be modeled and done with the students). “Okay class, everyone move to the rug so we can read our book, and then do a quick anchor chart activity.” (Move students to the rug and read the book; have a short anchor chart discussion with them). Move on to “WE DO” section.

**Guided Practice (WE DO):**
“Okay kiddos, everyone go back to your desks quietly please. We are going to discuss our penguin project. You have been divided into groups and you each have the penguin that you need to research and write your paper on. When you get home tonight, if you’re able to look up your penguin on the computer and find some information on it, then print it out and bring it to class tomorrow. You are going to be filling out each box; habitat, diet, babies, appearance, life cycle, and interesting facts on the penguin you were given, this will be the information that you use to write your paper. Does anyone have any questions?” (Answer any questions that are asked) “Alrighty, let’s complete our analyzing pictures paper together, and whatever time that remains you will be able to meet with your group and start filling out your outlines with the books that have been provided to you. Remember when you are finding information, that you are analyzing all that you find and summarizing it down to fit into your outline. Be sure to look for those specific words in the research; habitat, diet, life cycle, appearance, etc. (Complete the analyzing pictures paper together over the Doc Cam).
Move onto independent practice.

**Independent Practice (YOU DO):**
The students will fill out their own analyzing pictures paper, and then glue it into their Language Arts interactive notebook. They will share with the teacher once completed. The students will then break into their groups and begin filling out their outline with the non-fiction books provided to them.

**Assessment:**
Students will be assessed through teacher monitoring of their work while they are completing the paper. Teacher will check work in the students Language Arts interactive notebook for completion.

**Accommodations:** Not many accommodations are needed within this classroom. Everything is modeled for the students and read aloud to them. Shasta and Carson need instructions read aloud to them, so I just make sure to read it aloud for everyone to hear. Jeremiah needs help cutting out the worksheets to glue into his interactive notebook, so I either have a peer help him or I will help him cut.

**Lesson Day 3:** Penguins and vocabulary

**Subject and Grade level:** 2nd grade Science and Language Arts

**Utah Core Standard:** Language Arts: Reading Literature Standard 1; Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Language Arts: Reading Literature Standard 3; Describe how characters in a story respond to major events and challenges.

Language Arts: Reading Literature Standard 6; Acknowledge difference in points of view of characters.

Science Standard 1 Objective 1; Generating evidence: Using the processes of scientific investigation (i.e. framing questions, designing investigations, conducting investigations, collecting data, drawing conclusions).

d. Collecting data: Deciding what data to collect and how to organize, record, and manipulate the data.

Science Standard 4 Objective 1; Tell how external features affect an animals’ ability to survive in its environment.

b. Develop, communicate, and justify an explanation as to why a habitat is or is not suitable for a specific organism.

Objective 2; Identify basic needs of living things (plants and animals) and their abilities to meet their needs.
a. Communicate and justify how the physical characteristics of living things help them meet their basic needs.
b. Observe, record, and compare how the behaviors and reactions of living things help them meet their basic needs.

**Time Frame:** 1 hour

**Rationale for methods:** Science can be a difficult subject to learn, but I learned through my science methods course that the most engagement and learning happens for the students when they are immersed in the discovery and get to explore to find the answers. This entire unit is very inquiry based; they are given questions and they get to explore to find the information that’s needed to answer those questions. This is my overall rationale for why I am teaching this unit the way that I am; research, exploration, summarization, and engagement.

In my writing course during Fall semester, my eyes were opened to the realization of just how important that writing is for students, even very early grades. I believe writing and reading to be the foundation for all subjects. When you are able to read about something, and then write it down, it helps to strengthen students’ understanding of what’s being taught. Completing a research paper is a great way to strengthen student’s understanding and also strengthen their writing skills.

**Academic language/Vocabulary Objectives:**
1. The students will analyze the research that they find and the information they read from the non-fiction books, and then summarize what they have found in their outline. Students will analyze the text being read to them through the pictures/illustrations.
2. Students will need to learn the specific terms for this lesson; habitat, diet, and life cycle, and be able to write about them in their paper.

**Learning Objectives:** The students will understand how to complete research and fill out an outline. The students will learn about an animal’s habitat, diet, babies, appearance, life cycle, and include interesting facts. The students will fill out their penguin outlines to use it to complete their research paper. The research that is completed will assist student groups in creating their own life size penguin. Students will learn and practice the vocabulary words for the unit to be ready for final unit assessment.

**Materials:**
- Flight School by Lita Judge
- Penguin Problems by Jory John
- Match It Up vocabulary worksheet
- Anchor Chart Easel Board
- Penguin outline
- Doc Cam Projection
- Pencil
- Language Arts Interactive notebook
- Glue
- Scissors
**Introduction:**
We are going to read a new penguin book today called *Penguin Problems* by Jory John, then complete an anchor chart doing a compare and contrast of the two books we’ve read this week, then work on our vocabulary, and last, we will spend the rest of the time on our penguin project completing the outline.

**Teacher Modeling (I DO):**
(Teacher will show the paper that is going to be completed and give a quick verbal instruction of how it’s to be completed; the paper will be modeled and done with the students). “Okay class, everyone come to the rug so we can read *Penguin Problems.*” (Read the book with the students and then move onto the WE DO” section).

**Guided Practice (WE DO):**
“Now that we have finished reading the book, let’s review back over and analyze what we learned from both of our books. (Ask students questions about the *Flight School* book and the *Penguin Problems* books and then have them compared. Once comparison is complete have the students return to their desks). “Okay kiddos, let’s go ahead and start our vocabulary Match It paper together.” (Model and complete the paper with the students from the doc cam and make sure students don’t glue it in until it’s been checked) Move onto independent practice.

**Independent Practice (YOU DO):**
The students will fill out each of their own Match It papers, and then glue it into their Language Arts interactive notebook. They will share with the teacher once completed. Students will then split into their groups and continue working on their outline.

**Assessment:**
Students will be assessed through teacher monitoring of their work while they are completing the worksheet. Teacher will check work in the students Language Arts interactive notebook for accuracy of vocabulary matching. Teacher will observe students’ research and each of the groups while they are working on their outlines.

**Accommodations:** Carson, Shasta, and Jeremiah are given more time and instruction for the writing of the outline. Teacher looks up information for them on a laptop about their penguins to help with research.

**Lesson Day 4:** Research and Vocabulary

**Subject and Grade level:** 2nd grade Science and Language Arts

**Utah Core Standard:** Language Arts: Reading Literature Standard 1; Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Language Arts: Language Standard 2; Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Language Arts: Reading Literature Standard 3; Describe how characters in a story respond to major events and challenges.

Language Arts: Reading Literature Standard 6; Acknowledge difference in points of view of characters.

Science Standard 1 Objective 1; Generating evidence: Using the processes of scientific investigation (i.e. framing questions, designing investigations, conducting investigations, collecting data, drawing conclusions).
    d. Collecting data: Deciding what data to collect and how to organize, record, and manipulate the data.

Science Standard 4 Objective 1; Tell how external features affect an animals’ ability to survive in its environment.
    b. Develop, communicate, and justify an explanation as to why a habitat is or is not suitable for a specific organism.

Objective 2; Identify basic needs of living things (plants and animals) and their abilities to meet their needs.
    a. Communicate and justify how the physical characteristics of living things help them meet their basic needs.
    b. Observe, record, and compare how the behaviors and reactions of living things help them meet their basic needs.

**Time Frame:** 1 hour

**Rationale for methods:** Students need to have time to complete their Science projects, and in order to complete their project they need to have the time to complete their research and their outlines. Having the ability to research and find the information themselves helps to engage them and when the students are engaged, that’s when the learning happens. This is my overall rationale for why I am teaching this unit the way that I am; research, exploration, summarization, and engagement. Those are four important aspects of teaching science that I learned in my science methods course.

In my writing course during Fall semester, my eyes were opened to the realization of just how important that writing is for students, even very early grades. I believe writing and reading to be the foundation for all subjects. When you are able to read about something, and then write it down, it helps to strengthen students’ understanding of what’s being taught. Completing a research paper is a great way to strengthen student’s understanding and their writing skills.

**Academic language/Vocabulary Objectives:**
1. The students will analyze the research that they find and the information they read from the non-fiction books, and then summarize what they have found in their outline. Students will analyze both of the texts that have been read to them through the pictures/illustrations, and what they learned to complete an anchor chart.
2. Students will need to learn the specific terms for this lesson; compare and contrast, habitat, diet, and life cycle.

**Learning Objectives:** The students will understand how to complete research and fill out an outline. The students will continue to learn about an animal’s habitat, diet, babies, appearance, life cycle, and include interesting facts. The students will continue filling out their penguin outlines in order to use it to complete their research paper. The research that is completed will assist student groups in creating their own life size penguin.

**Materials:**
- Penguin Outline sheet
- Written outline on whiteboard as an example
- Non-fiction books about penguins
- Vocabulary spin it paper
- Drawn spin it board
- Easel chart for a writing model
- Pencils
- Glue

**Introduction:**
“Today we are going to work a little bit more on vocabulary, I will show you a model of how to write your research papers, move into working on our outlines, and then those who are ready, can start working on their rough draft research paper.”

**Teacher Modeling (I Do):**
(Teacher will have spin it paper up on the doc cam for students to see) ”Okay, everyone come to the rug so I can do a quick model of how you need to write your research paper.” (On the large white poster paper do a full write out of Gentoo Penguins showing how to write their research paper with proper capitalization, punctuation, and using indents for each new paragraph). “Now that you have seen a model of how the writing should be, those who are ready to write or almost ready to write can use this to help them if needed.” Move onto WE DO section.

**Guided Practice (We Do):**
“Okay kiddos, let’s go ahead and do the vocabulary spin it game for 10 minutes, and then the remainder of the time should be spent on your outline and writing rough drafts.” (Play spin it with the students and go over any vocabulary words that the students struggled with). Move onto independent practice.

**Independent Practice (You Do):**
The students will continue filling out their penguin outline in their groups and start working on their rough draft papers.

**Assessment:**
Students will be assessed through teacher monitoring of their work while they are completing the outlines. Teacher will check work on the outlines before they are able to start on their rough draft.

Subject and Grade level: 2nd grade Science, Writing, and Art

Utah Core Standard: Language Arts: Language Standard 2; Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Fine Arts Strand: Create (2.V.CR.1): Brainstorm multiple approaches to an art or design problem, and make art or design with various materials and tools to explore personal interests, questions, and curiosity.

Fine Arts Strand: Create (2.V.CR.5): Discuss and reflect with peers about choices made in creating artwork.

Time Frame: 1 hour

Rationale for Methods: In all my past courses, especially my methods courses, I was taught to assess students in multiple ways to check for understanding and mastery. This week we have been working on our vocabulary and reading our books, and with it being the end of the unit for vocabulary, it’s time to take the assessment.

Academic Language/Vocabulary objective:
1. Students will recall all that they have learned in this week’s unit; vocabulary and the texts that were read, to complete an assessment.
2. Students will need to know all of this week’s vocabulary words to take their assessment.

Materials:
- Comprehension quiz
- Vocabulary quiz
- Paper for draw it
- Crayons

Introduction:
“Today we are going to take our comprehension and vocabulary quiz, and then complete our draw it paper.”

Assessment:
“Okay we are going to start with our vocabulary quiz.” (Read each of the questions and give students time to fill in the answer). “Now we are going to do our comprehension quiz.” (Read each of the questions and give students time to fill in the answers about the Flight School book).

WE DO:
(Have students get paper for the draw it, and model each of the steps of the picture as they draw it along with you).
Accommodations: All the questions for both summative assessments are read aloud to the students, so Carson and Shasta know what the questions are in order to answer them.

Lesson Day 6: Penguin rough draft and start on final draft.

Subject and Grade level: 2nd grade Science and writing

(This unit overflowed into the following week. The next few days will only cover the remainder of the penguin unit, not the next unit that we are starting).

Utah Core Standard:

Language Arts: Language Standard 2; Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Academic Language/Vocabulary objective:

1. Students will extend their summarized outlines into a well written research paper on their groups penguin.
2. Students will need to know paragraph, indent, punctuation, grammar, habitat, diet, life cycle, babies, appearance, and interesting facts to complete this final paper.

Time Frame: 30 minutes

Materials:

- Penguin outline paper
- Rough draft paper
- Final draft paper
- Written outline on board as an example

Introduction: “Today we are going to finish up our Language Arts time with working on our rough draft research papers.”

Teacher Modeling (I DO):

“When you get finished with your rough drafts, please bring them to me so I can revise and give them back to you.”

Independent Practice (YOU DO):

“Please work on your rough drafts and if you have any words that you need spelled please ask so I can spell it correctly for you.” (Students spend the next 25 minutes working on their rough drafts).
**Assessment:**
Teacher takes home the rough drafts that were turned in at the end of Language Arts time and revises them based on what was modeled to them and what is required of them to have included in their research paper.

**Accommodations:**
Carson, Shasta, and Jeremiah will sit separately with the teacher and go over their rough draft, so they know what is missing, and how to properly spell words.

**Lesson Day 7:** Final draft writing

**Subject and Grade level:** 2nd grade Writing and Science

**Utah Core Standard:**
Language Arts: Language Standard 2; Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Academic Language/Vocabulary objective:**
1. Students will extend their summarized outlines into a well written research paper on their groups penguin.
2. Students will need to know paragraph, indent, punctuation, grammar, habitat, diet, life cycle, babies, appearance, and interesting facts to complete this final paper.

**Time Frame:** 30 minutes

**Materials:**
- Final Draft paper
- Penguin outline
- Written outline on whiteboard as an example

**Independent Practice (You Do):**
“Start working on your final research paper, and please come to me if you have any questions about how to spell a word. Today is the last day that you will have time during Language Arts to complete your final paper.”

**Accommodations:**
Shasta, Carson, and Jeremiah will be given time at some point during the day to sit with me and go over their papers to help with their final draft. They will be given extra time to accommodate their needs.

**Lesson Day 8:** Project of Life Size Penguin

**Subject and Grade level:** 2nd grade Science and Art
**Utah Core Standards:**
Fine Arts Strand: Create (2.V.CR.1): Brainstorm multiple approaches to an art or design problem, and make art or design with various materials and tools to explore personal interests, questions, and curiosity.

Fine Arts Strand: Create (2.V.CR.5): Discuss and reflect with peers about choices made in creating artwork.

**Rationale for Methods:** In my Science methods course I learned that just teaching the information and even having them do the discovery isn’t quite enough in order to gain full understanding from your students. When you are able to take a lesson or a project and allow your students to create something that summarizes what they have been learning about, really solidifies that knowledge.

**Academic Language/Vocabulary objective:**
1. Students will extend their summarized outlines into a well written research paper on their groups penguin.
2. Students will need to know proportion, webbed, and appearance to complete this final art piece for their penguin project.

**Time Frame:** 1 hour

**Materials:**
- White paper for each group the life size of their penguin.
- Pencils
- Crayons
- Picture of their penguin for drawing and coloring reference

**Independent Practice (YOU DO):**
“Here are the white papers that have been cut to life size for each of your penguins. Each group come up and get your paper.” (Give the papers to each group). “This is the final part of your penguin unit and project. This art project will show me what you learned about the appearance of your penguin. Go ahead and start working on your drawing, if you need help with anything please ask.” (Give students the full hour to do their final piece of the penguin unit/project).

**Assessment:**
Students will turn in their final papers, complete their assessing art project, and turn in their penguin outline, which is the final assessment piece of the unit. It shows me what they learned and if they correctly completed the habitat, diet, babies, appearance, life cycle, and interesting facts of their penguins.

**Accommodations:**
All the students have been accommodated within the groups that they were placed. They were created based on ability and comfort level. When it came to the artistic ability of the students, I gave all groups, regardless of their ability, the assistance that they needed to complete this art
project. Looked up pictures for the students to have a visual representation of what they needed to draw based on which penguin they had been assigned.

3. **Reflection and evaluation of lessons, including analysis of assessment data.**

   **Analyze student learning:**
   Performance of student 1-Silo
   The beginning of the unit is where Silo struggled the most, he had difficulty with the vocabulary, and filling out the outline. He also had a difficult time filling out the pre-assessment outline. I gave him support when needed and reminded him to do his very best when filling out the outline and writing the paper. As the unit went on, Silo gained a better understanding of the vocabulary, at least it seemed that he had until he took the end of unit vocabulary assessment. He did pretty well with all of the worksheets, research, and the comprehension of the books that we read. As we got further into the research, I noticed that he wasn’t actually doing any of the research himself, but rather just taking from his group members. When I found this out, I had him sit separately one of the days that they were working on the outline and find his own research from the books that were provided. When this happened, he extremely struggled. He was unable to analyze what he was reading and summarize it into the outline. He is very quiet most of the time, and has difficulty talking about anything academic. I think if I were to do it over again, I would give him more support and try to see what was really happening with his research and how well he was actually doing with the vocabulary worksheets, because based on his assessments and the work that he did for his outline and research, he truly didn’t understand and didn’t have the drive to even want to learn what was being taught. In the end, he did help with the drawing of the penguin to life size and enjoyed doing so. His vocabulary assessment was a score of 10%, and his comprehension assessment was a score of 88%. This shows me that he is able to do well when he is learning through something that he enjoys, such as the *Flight School* book that we read. His comprehension of it was much better than anything else he completed during the unit.
VOCABULARY QUIZ
(Flight School by Lita Judge)

- waddle
- optimistic
- annoyed
- buoyant
- persistent
- soared

Directions: Use each word once to complete the sentence.

1. The eagle ___buoyant_____ high up in the clouds as the kids watched from below.

2. Maliah stayed ___annoyed___ as she begged her mom over and over again for a new puppy for her birthday.

3. “I didn’t realize the empty bottle would be ___buoyant___!” said Mark as his class performed experiments with water.

4. Carly tried to stay ___persistent___ as she watched her team and the clock ticked down to zero.

5. The mosquitoes biting at their legs ___died out___ the tourists so much that they searched for their bug spray.

6. Charles had so many toy cars in his pockets that he had to ___waddle___ to keep the toys from falling out.
Performance of student 2: Kaylee

Name: ____________________________  88%

COMPREHENSION CHECK
{Flight School by Lita Judge}

1. Why is it funny that Penguin went to flight school?
   Because he can't fly and he went to flight school.

2. What kind of bird does Penguin say he has a soul like?
   a. swan  b. chicken
   c. eagle  d. none of these

3. Penguin yelled "WAHOO" when he tried to fly.
   True  or  False

   He felt sad.

5. Why did Penguin leave Flight School?
   a. they kicked him out  b. the other birds could fly and he couldn't
   c. he got sick  d. all of the above

6. What helped Penguin fly?
   a. Flamingo  b. strings
   c. feathers  d. all of these

7. Penguin was sad after his flight when he realized he wasn't really flying.
   True  or  False

8. How is Ostrich like Penguin?
   Can't take flight
Kaylee did such an amazing job with this lesson. Even when she left on Thursday during the entire lesson time to go to her therapy session, she was able to complete her research and start on her research paper along with the other students as well. She understood the vocabulary, and the concepts being taught, she understood the habitat, life cycle, diet, appearance, etc., of the penguin that she was assigned. Her writing was great, and overall, she did a good job with her vocabulary and wonderful on her comprehension. I revised her rough draft and reminded her about making sure there are indents when she starts a new paragraph. For her final draft she still didn’t put indents in her writing, but overall it was a great piece of writing. She participates in all that is asked of her and goes out of her way to help other students in the class that are struggling with the lessons. Kaylee did a great job with helping create the groups art piece, and in a way ended up taking control when one or more of the students didn’t agree with how something should be colored or drawn. Overall, she did very well, and I am proud of her work and her determination to get everything done, even when she gets an entire day less to work on her outline and draft.
VOCABULARY QUIZ

* waddle * optimistic * annoyed
* buoyant * persistent * soared

Directions: Use each word once to complete the sentence.

1. The eagle **soared** high up in the clouds as the kids watched from below.

2. Maliyah stayed **annoyed** as she begged her mom over and over again for a new puppy for her birthday.

3. “I didn’t realize the empty bottle would be **buoyant**!” said Mark as his class performed experiments with water.

4. Carly tried to stay **optimistic** as she watched her team and the clock ticked down to zero.

5. The mosquitos biting at their legs **persisted** the tourists so much that they searched for their bug spray.

6. Charles had so many toy cars in his pockets that he had to **waddle** to keep the toys from falling out.
Name: Kaylee Rn

**COMPREHENSION CHECK**

*Flight School* by Lita Judge

1. Why is it funny that Penguin went to flight school?

   He is a penguin and penguins can't fly!

2. What kind of bird does Penguin say he has a soul like?
   a. swan  b. chicken  
   c. eagle  d. none of these

3. Penguin yelled "WAHOO" when he tried to fly.
   True or False


   Penguin felt extremely sad and went away.

5. Why did Penguin leave Flight School?
   a. they kicked him out  b. the other birds could fly and he couldn't
   c. he got sick  d. all of the above

6. What helped Penguin fly?
   a. Flamingo  b. strings  
   c. feathers  d. all of these

7. Penguin was sad after his flight when he realized he wasn't really flying.
   True or False

8. How is Ostrich like Penguin?

   They both can't fly.
Analyze teaching effectiveness:

Due to how strict and very time conscious that my mentor teacher is, I had to be sure to stick with the time frame that I was given for Language Arts, because it’s right before the students’ lunch time. I stuck with the plans and made sure that the students had enough time to complete their outlines in their groups and be able to complete their art piece. Due to not having enough time in the week, I had to push the lessons into the next week as is told and shown above in the lesson plans. The students had a good focus on this unit, because they enjoyed learning about an animal that they only ever get to see at the aquarium. I feel like the vocabulary and comprehension from the books that were read worked quite well, and all the students loved the books and wanted me to read them again every single day; of course, I couldn’t due to time. I feel as if what didn’t work, was the free reign that the students received to complete their outline, when everything else they have to do is completely modeled. I believe that it should have been more structured, and I trust that if it was, the unit would have been completed quicker.

Based on the focus students’ performance, I realized that the unit went a little too slow for the higher achieving students, but just the right amount of time for the lower to mid achieving students. Silo wasn’t the only student that needed my attention, and he isn’t very forthcoming when he needs help. If I were to do it again I would try and make sure that there were more resources for the students, because there were a couple of the penguins that students had a very difficult time finding information on in the books that were provided. Kaylee is one of the higher achieving students and is a very bright girl in all that she does. She loves to learn and is eager to gain the knowledge that is being taught through daily lessons. Looking back, I would have modified the timing and made it more of a modeling project, rather than a work independently in groups on their outlines. I was very happy with how the students performed on this unit, and I enjoyed reading and going through their research papers and seeing all the different artwork that was created.

Below I am attaching many pictures of what was completed during our lessons and their final papers.
<table>
<thead>
<tr>
<th><strong>ANIMAL NAME:</strong></th>
<th></th>
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<tbody>
<tr>
<td><strong>HABITAT:</strong></td>
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<table>
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<tr>
<th><strong>diet:</strong></th>
<th><strong>babies:</strong></th>
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<table>
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<tr>
<th><strong>appearance:</strong></th>
<th><strong>Life Cycle:</strong></th>
</tr>
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</table>

| **Interesting Facts and Behaviors:** |
An analyzing pictures

Readers gather information from illustrations as they read.

An analyzing pictures

Readers gather information from illustrations as they read.
- Rocky Antarctic Islands
- Main colonies on the Falkland, South Georgia, Kerguelen Islands
- Waddlers
- Krill, fish, shrimp, crustaceans, squid
- Adults spend the entire day hunting for food
- Has 2 eggs at a time, but usually only 1 hatches
- Both parents take care of balance, fed & kept warm by parents
- Stay with parents about 3 months
- Body temperature varies with their color, black, white, gray, orange
- Feathers
- Small head, with orange beak
- Weight: 1.8-18 pounds
- Strong, paddle-shaped flippers that propel them up to 22 mph
- Life Cycle: Newborns hatch after about 4-6 weeks on land
- Live 15-20 years
- Baby penguins live in a colony
- Over 300,000 penguins
- Largest penguin
- Belongs to the seal, otter, and fur seal family
- Threatened by changes in water temperature, pollution, hunting
- Over 1/3 of the birds are killed by humans
<table>
<thead>
<tr>
<th>1</th>
<th>able to float</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>feeling in a negative way about things</td>
</tr>
<tr>
<td>3</td>
<td>to fly in a swift, easy way</td>
</tr>
<tr>
<td>4</td>
<td>bothered or disturbed</td>
</tr>
<tr>
<td>5</td>
<td>impossible to deny or argue: certain</td>
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<tr>
<td>6</td>
<td>continuing, lasting, holding on in a firm way</td>
</tr>
<tr>
<td>7</td>
<td>an animal that hunts another for food</td>
</tr>
<tr>
<td>8</td>
<td>born (from an egg)</td>
</tr>
<tr>
<td>9</td>
<td>hopeful that things will work out</td>
</tr>
<tr>
<td>10</td>
<td>to walk using short steps while rocking from side to side</td>
</tr>
<tr>
<td>Match It Up!</td>
<td></td>
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<tr>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td><strong>Name:</strong> __________________________</td>
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</table>

| **continuing, lasting, holding on in a firm way** |
| **hopeful that things will work out** |
| **to walk with short steps while rocking from side to side** |
| **to fly in a swift, easy way** |
| **able to float** |
| **bothered or disturbed** |

- **buoyant**
- **persistent**
- **waddle**
- **optimistic**
- **annoyed**
- **soar**
# Match It Up!

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PENGUIN PROBLEMS

BY JORY JOHN ILLUSTRATED BY LANE SMITH

RANDOM HOUSE NEW YORK
FLIGHT SCHOOL
by LITA JUDGE
creator of RED SLED and RED HAT
Flight School

Penguin Can't Fly
Ostrich soul of a swallow
Feathers on Penguin
Penguin was optimistic

Walrus in book

In Common
Wished they could fly
Couldn't fly
Water
Waddled
Written word
Note (sign)

Written
Saw
Waddled
Wished he could fly
Wrote a note

Geronimo
Waddled

Penguin liked sky, mountains, and ocean.
Penguin complained
Penguins were all the same.
Penguin went into the water
Snowed
Waddled
Wished he could fly

Learning to fly
Soul of an eagle
“Hi. My name is Penguin and I am here to tell you my story. Once upon a time I was an egg for a very long long time. “But then one day I saw a crack!” So very gently I pecked it and I made a bigger crack! "So I couldn’t help it... I pecked it as hard as I could! Then pop I cracked the biggest crack I ever saw! Then I walked out."
grew bigger and bigger. I think I was 5. One day mother said, "Penguin you shall go to flight school. I said ok why not." So I went to flight school and saw a flying carrot and a flying hamburger! But mother said it was just a dream.

The End

Kaylee B #17
Flight SCHOOL

If I had a penguin
I will name him Danny.
I will put him on my tramp. Then I will run. Last I will go swim. Finally he will go on my back. 6th I will put him on my shoulder. 7th I will row him and my brother.
will each him 0th he
goes to high school to fly
Macaoan - Penguin

Orange, black and white.

Habitat: Antarctic South Pole. Snow-covered, rocky areas.

Diet: Eats fish, octopus, shrimp, krill. Sucks out small seabirds.

Hatch: 2 eggs at a time. Hatches Recite baby, hunch adult.

Interesting facts: Penguins sing there own special songs. Penguins can't fly and chicks have bones that are...
The Little Blue Penguin

My penguin lives on the continent of Australia and in the country of New Zealand. They are 16 inches tall. They also have white bellies, and the rest is black. The Little Blue Penguin eats fish, krill, and shrimp. The parents take turns feeding the babies fish. The start out as a egg, a baby, then a young adult, then last an adult. My penguin can look for food as far as 20 feet. Also, Little Blue Penguins are not afraid of us.