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1. Learning Context

School District: Edith Bowen Laboratory School

Name of School: Edith Bowen Laboratory School

Title 1 School: Yes

Demographics of School:

Edith Bowen Laboratory School (EBLS), located on the Utah State University Campus, is a public charter school that instructs grades K-6. As a charter school, it hosts students from all over Cache Valley who have applied to the school. The students are selected to attend through a lottery, which ensures that the population of Edith Bowen remains diverse. 35 percent of the school’s students are on free and reduced lunch, and about 16 percent of the students receive special education services, which is statistically higher than the national average.

Demographic Breakdown as of October 1, 2017

Fall Enrollment

- Total number of students: 358

Enrollment by Gender

- Female: 166
- Male: 192

Enrollment by Ethnicity

- American Indian: 3
- African American: 5
- Asian: 7
- Hispanic: 33
- Multiple races: 18
- Pacific Islander: 5
- White: 287

Enrollment by Subgroup

- Economically disadvantaged: 96
- Students with disabilities: 55
- English Language learner: 5

Academic Breakdown

Students at Edith Bowen performed above the state average in Language Arts, mathematics, and science. The number of students who showed proficiency at the school was approximately 20 percentage points higher than the state average in all three subject areas. With the academic success of its students, the school received a school grade of A for the 2016-2017 school year.

*Resource: Data Gateway, Utah State Board of Education

Description of School Climate:

The Edith Bowen Laboratory School’s mission statement states that its purpose is “… to ensure high levels of learning for all elementary students, by providing a positive and engaging learning environment using effective evidence-based practices; to mentor pre-service teachers through instruction and classroom-based experiences; and to review, conduct, implement, and disseminate educational research.”

The school is a part of the Emma Eccles Jones College of Education and Human Services at Utah State University and hosts nearly 250 pre-service teachers each year. It is here that pre-service and master teachers’ work together to bring a constructivist focused education to its students. It is crucial to the climate of the school that their students receive a hands-on, inquiry-based education that often includes field experiences. These field experiences are the number one reason parents apply to have their child(ren) come to the school (identified in a recent parental survey). The field experiences are often funded through donations from the university and other community members.

Along with academics, EBLS feels it is essential to promote the development of the whole child. For this purpose, they have adopted The Leader in Me Program, which focuses on The 7 Habits of Highly Effective People. This program helps students develop characteristics that not only help them at school, but will also help them in all aspects of
their lives. To work on further developing the whole child, the school has developed their own SWPBIS Management Plan. This plan is asserted through the school’s motto: respect yourself, respect others, and respect property. To further support management in the school, they have recently implemented Self Manager cards. These cards coincide with the first four habits of *The 7 Habits of Highly Effective People*. As students show that they can consistently perform a behavior on the card (e.g., follow classroom rules, do your personal best, show leadership in RTI, etc.) the teacher will sign and date the respective area on their card. Once the card is complete, the students will receive a wristband which acts as a ticket to special privileges. These privileges may include things like eating lunch outside or playing life-size chess for recess.

Collaboration is critical at Edith Bowen. In 2014, the school implemented a *Professional Learning Community* (PLC). Teachers meet weekly in a PLC meeting to discuss the needs of individual students and to align their instruction with the *Utah Core Standards*. This ensures that the teachers at EBLS are teaching the core curriculum as they embrace the autonomy given to them by the school. These meetings provide both support and guidance to teachers as they collaborate their instructional decisions with their team members.

**Grade Level: 3rd**

**Learning environment:**

**Attendance**

In this class, several students struggle to consistently attend school and/or arrive to class on time. In this trimester, which began November 15, we have had 63 absences and 145 tardies. During the month I have been here, there has only been one day in which all the students attended. There have been six different students with more than ten tardies, and eight with more than five absences; for instance, Mike has been tardy 33 times this trimester. This has become a huge concern for the classroom teacher, because of his academic needs. As you can see, class attendance is a struggle. This is due in large part to the significant number of students who are sick and remain sick for a long period during this cold and flu season.

**Classroom Management Plan**

The management plan in this classroom is extensive and includes multiple components. The class consists of a diverse group of students who struggle consistently with behavioral issues. Because of these struggles, the students are required to have a very detailed and intense management plan.

The first component of the plan is that, at the back of the room, each student has a green, yellow, and red card. If a student misbehaves, they are given a verbal warning. If the teacher gives a student two warnings and the behavior still doesn’t stop, she asks them to pull their green card. If the disruptive behavior continues and the teacher provides an additional warning, the student is asked to pull their yellow card. If the practice
continues, the teacher gives no more warnings, and the student is then told to pull their red card. If the red card is pulled, the classroom teacher will contact the student’s parents. In the brief time I have been in the classroom, I have seen only one student get a red card, but in that particular situation, the parent was not contacted.

The card system is a form of negative reinforcement; the teacher is reinforcing behavior through a negative consequence. The second component to the management plan uses positive reinforcement. The teacher has provided each student with a dot chart that is taped to the front of his or her desk. As a student behaves appropriately, the teacher tells them they can fill in a dot. Once the dot chart is filled in, they can exchange the dot chart for a reward in a chest. The one problem I have seen with this method of management is that I have rarely seen the classroom teacher use the dot chart. I feel like it would be more effective in helping manage the students if she used it on a more consistent basis.

The third management system used is a form of competition between teams or groups in the class. The class is divided into four groups. If a specific group behaves appropriately, they get tally marks on the board. At the end of the week, the group receiving the most tallies wins the week. At the end of each month, the group that wins the most weeks gets to eat lunch with the teacher. The teacher brings a special dessert for the winning team to enjoy during their lunch.

The final management system I have seen implemented in this classroom is when the teacher attempts to quiet the class, and the class does not immediately become silent. When this occurs, the teacher starts to write the word noise very slowly on the board. If the whole word is written on the board by the end of the instruction time, the students lose five minutes of the next recess. If it is written twice, they lose ten minutes, etc. I like the concept behind this management system, but I do not like the consequence. I feel like students need their recess time, especially those students who have some behavioral problems. They need recess time to get some energy out.

Seating Arrangement

In this class, each student has their own desk, and the desks are arranged in rows. In every row, two desks are pushed together to create a partnership. Between each partnership, there are aisles, which makes it easy for the teacher to interact with each student individually. This arrangement aids in the management plan because all students are facing forward towards the teacher, and it allows the teacher to quickly reach each student to address concerns, offer guidance, or answer questions. In this arrangement, students who regularly need additional academic help sit towards the front of the class. While students who academically work better independently sit toward the back of the classroom. This arrangement is to ensure that those who need continued help are closer to the teacher’s reach.

Student Engagement in Learning
Edith Bowen Laboratory School prides themselves on developing engaging curriculum and experiences. This is evident in each classroom. The teacher develops units that allow the students to regularly communicate with their peers, manipulate hands-on materials, move around the classroom, and provide extracurricular learning experiences outside of the classroom. For example, the students just went on a field experience up Logan Canyon. During this field experience, students went snowshoeing, explored natural resources, and learned about logging. They also had an opportunity to sit in an igloo, learn about how Logan was settled, and learn about adaptations and modifications experienced in the Cache Valley and around the globe. The students built fires and listened and wrote folktales. This experience was incredibly engaging for the students, giving them multiple opportunities to discuss ideas with their peers and work with hands-on materials. This was a fun, out-of-classroom experience that focused on numerous Utah core objectives. The students walked away from this experience having learned a lot.

EBLS is unique and encourages these types of experiences. While this is the learning environment the school wants to create, it is often more difficult for individual teachers to create similar experiences in their day-to-day teaching. The teacher I am currently with has been at EBLS for less than a year. She has taught for six additional years in both the Logan and Cache County School Districts, both of which have core programs and do not give the teachers much autonomy to provide very many hands-on activities. Being new to this highly constructivist school environment, I often feel like she reverts to a more direct learning teaching model, creating an environment where the students can quickly lose interest and engagement. However, even with the high learning curve for the teacher, she does find opportunities here and there to create a more constructivist environment.

Overall, I would say the instruction delivered in this classroom is far more engaging compared to other classrooms I have attended in the valley. I would also say, that with the amount of autonomy given to teachers at EBLS, this teacher could develop a more engaging curriculum that better meets the needs of her students.

Level of Safety for Learning

In this classroom, the level of safety for learning is relatively low on occasion. The shortfalls of a safe learning environment come at no fault of the teacher. The teacher actively opposes unsafe behaviors and does her best to handle each extreme case, often occurring multiple times a day. She works on developing a healthy relationship with each student and provides the guidelines and guidance necessary for a safe learning environment. However, she is limited in controlling the actions of all her students. As was mentioned previously, this class has multiple students who act out and are behaviorally defiant. These students are not afraid to vocalize their thoughts when other students are making mistakes by telling someone they are dumb, and/or do other things to harm another student intentionally (most often emotionally). Because of this, some of the more timid students in the class fear participation. They are afraid to take risks in their learning environment and often avoid doing anything that may upset their classmates. For example, Landon is a student who we often have to stop from screaming at other students
because they did something he did not agree with. This is not the only behavioral issue he has, but it is one that directly affects other students. When he yells at his classmates and points out things they are doing wrong, the other students no longer want to be a part of the learning process.

As you can see, not all students feel entirely safe to learn in this classroom. To help improve the safety of the class, the teacher and I focus a significant effort on limiting or reducing some of the rude comments and emotional outbursts.

**Subject matter of lessons:** Social Studies/ Language Arts

**Total number of students:** 27

**Students with Special needs:**

With Individual Education Plans (IEPs): 3

- **Samuel**
  - Samuel has an IEP for writing and reading. To accommodate his various needs, Samuel spends a great deal of his school day outside of the traditional classroom. Each day, he spends approximately three hours with the resource teachers to meet the needs detailed in his IEP. When Samuel is in the regular classroom, the classroom teacher and I spend a significant amount of time reading directions to him, decoding or simplifying the instructions, and scribing what he needs to write.

- **Mike**
  - Mike has an IEP that specifies his need for an alternate curriculum. He was recently adopted, and his life before adoption did not adequately support his academic development. Because of this, Mike is several grade levels below where he should be in every single school subject. To accommodate for his needs, Mike spends a significant portion of his day with the resource teachers engaging in an alternate curriculum. He is out of the classroom for approximately four and a half hours each day to meet the needs detailed in his IEP.

- **Alex**
  - Alex has an IEP for writing and reading. To accommodate his IEP needs, he spends approximately three hours per day being pulled out of the classroom by a resource teacher. When Alex is in the regular classroom, the teacher and I spend a lot of time scribing what he needs to write. Alex is also showing academic deficiencies in math. Recently there has been an effort to add math to his IEP so that he can receive the extra help he needs in this subject area as well.

**Students who Receive Speech/Language Services:**
Samuel, Mike, and Alex all receive speech/language services from the speech therapist at the school. They are at speech therapy for approximately a half an hour, two days a week. All three of these students also receive occupational therapy services. These services are offered two days a week, again for approximately half an hour each session.

Students on Free and Reduced Lunch: (school-based) 99

Due to confidentially, the school does not provide each classroom with the number of students who are on free and reduced lunch. However, as of January 23, 2017, 99 students at Edith Bowen were on free or reduced lunch.

English Language Learners: 0

Gifted and Talented:

- Erika:
  - Erika is the most gifted student in this third-grade class. She skipped the first-grade, making her a year younger than the other students. Erika’s DIBLES scores indicate that she is performing at a sixth-grade level, and she currently has the second highest DIBELS score in the school (K-6). The most significant challenge with Erika is finding ways to challenge her within the third-grade curriculum.

Other (e.g., 504 plan—please specify) N/A

The Students Prior Knowledge of these Lessons:

Before teaching this social studies unit on respecting the flag and our rights and responsibilities as United States citizens, I conferenced extensively with the class to discover any prior knowledge or perceptions that the students might have on this standard in the Utah Core. During our discussion, I found that the students did not understand what they were stating when they say the Pledge of Allegiance. Samuel did commented that the Pledge of Allegiance was a promise, but nobody could identify what the promise was. When I asked, “What are the ways we show respect to the flag?” the class identified that when we say the Pledge of Allegiance, we need to be standing with our hand on our hearts, eyes looking at the flag, and voices reciting the pledge. The students could not think of any other flag ‘rules.’ I furthered our discussion by asking the students to name some of the rights and/or responsibilities we have as citizens of the United States of America. They were able to name things like we have the right to go to school, freedom of religion, and as Erika put it, “vote for people to represent us.” They also made comments about picking up our trash and following the speed limit. This showed me that the students have some foundational understandings of our rights and responsibilities, but did not necessarily know the difference between a right and a responsibility.

By having a conference with the cooperating teacher, I learned that the students have not ever given oral reports (at least in her class). This identified the need for some explicit
The Students Background and Interest in these Lessons:

I am passionate that as citizens of this great nation, we have a responsibility to understand and respect our flag. We need to also understand what our rights and responsibilities are as U.S. citizens. The students in numerous ways and a broad variety of contexts have been introduced to these social studies topics. However, their knowledge of these topics is limited (seen by our discussion earlier) but will serve as background knowledge that can be built upon. For example, the students already know how to say the pledge and know that it is some sort of promise. We say the pledge each day; however, they do not completely understand what the words mean. I will use the foundational knowledge they already have about the pledge to support them in diving deeper into its meaning.

This unit provides interest to the students because it is a fundamental part of our daily lives. We repeat the pledge each day and are always expected to be responsible citizens. Often a student becomes disengaged with a lesson because they do not feel or see how it relates to them. When talking about our rights and responsibilities, and how we should respect the flag, students will know that it is relevant to them and will become interested in the topic because it is knowledge they will use. Also, the patriotic teams put the flag up and down each week in front of the school. They are already learning how to respect the flag, and this lesson will provide more knowledge to them on how they can best do their team responsibilities.

How Knowledge and Assessment Informed Lesson:

Upon reviewing my understanding on the students’ prior knowledge, I concluded that the students had either no answer to the questions I posed, and sat wide-eyed and silent, or their answers were vague, and/or their response was returned as another question. Knowing this helped me determine the questions I would pose to students as I planned my lesson, and was extremely influential in the direction and depth I took with each lesson and/or lesson component. For example, as a whole, students could rattle off random rights and responsibilities but could not differentiate between the two. I knew for the lesson on rights and responsibilities, I would have to cover a lot of core content. I also used the assessment to help me make informed decisions while planning the portion of my lesson about flag etiquette: I knew I had several students on the patriotic team and I knew all of the students had recently experienced a flag raising ceremony on Veterans Day. With this knowledge, I decided not to spend a lot of time discussing flag etiquette
during a flag raising ceremony, but instead, to focus the bulk of my lesson on other flag
etiquette rules, ones that they may not be aware of.

An additional factor I took into account was who my audience was. I knew the majority
of the students love to talk to their friends and classmates seated around them, so when I
planned these lessons, I made sure to add a lot of discussion points throughout each
lesson. These discussion topics would not only allow the students to practice their
language skills and help prepare them for their class presentations, but would act as small
brain breaks in which the students would be able to talk and move around a little, but still
engage them in the content.
2. Lesson Plans

Unit Overview

Unit Theme: Becoming a Contributing Member of our Community

Subject Areas: Social Studies/ELA

Grade: 3rd

Lesson Plans:

Lesson 1: Respecting our Great Nation
Lesson 2: Rights and Responsibilities
Lesson 3: Contributing Citizens Report

Core standards:

Social Studies Standard 3

Objective 1: Describe the rights and responsibilities inherent in being a contributing member of society.

A. Identify how these rights and responsibilities are reflected in the patriotic symbols and traditions of the United States (i.e., Pledge of Allegiance, flag etiquette).
B. List the responsibilities community members have to one another.
C. Identify why these responsibilities are essential for a functioning community (e.g., voting, jury duty, taxpaying, obedience to laws).

Reading-Informational text standard 1: Ask and answer questions to demonstrate an understanding of the text, referring explicitly to the text as a basis to answer questions.

Reading-Informational text standard 4: Determine the meaning of general academic and domain-specific words and phrases in the text relevant to a grade 3 topic or subject area.

Speaking and listening standard 4: Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
Lesson 1

Title of Lesson: Lesson 1: Respecting our Great Nation

Time: 70 minutes

Core Standards: Social Studies Standard 3

Objective 1: Describe the rights and responsibilities inherent in being a contributing member of a community.

A. Identify how these rights and responsibilities are reflected in the patriotic symbols and traditions of the United States (i.e., Pledge of Allegiance, flag etiquette).

Reading-Informational text standard 4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Content Objectives:

1. Following a discussion of the videos, “Do you know your American Flag Rules” and “American Flag Facts, Etiquette and History,” the students will be able to describe why it is important to respect the flag and list three ways they can show that respect in a single paragraph.

2. By using a blank copy of the “Pledge of Allegiance Vocabulary” sheet, students will discover the meaning of domain-specific words found in the Pledge of Allegiance and accurately define these words on the sheet.

Academic Language/Vocabulary:

- Language skills: Students will summarize what they have learned about respecting the flag on the “My Flag” sheet. Most importantly, students will need to be able to adequately discuss with one another the items they are learning about throughout the lesson.

- Discipline-specific vocabulary: To be successful in this lesson students must develop an understanding of several words that will be used in this lesson. These words may include:
  - Indivisible
  - Justice
  - Allegiance
  - Liberty
  - Nation
  - Republic
  - Etiquette

Resources needed:

- “My Flag” sheet (1 per student-copy found below)
- “Pledge of Allegiance Vocabulary” sheet (1 per student-copy found below)
- Pencils
- IPad and Apple TV.
- “Do you know your American Flag Rules?” video link
Technology Integration:

In this lesson, I will be using an IPad and Apple TV to display the videos “Do you know your American Flag Rules?”, “American Flag Facts, Etiquette, and History,” and “Red Skeleton’s Pledge of Allegiance.” I will also use the IPad and Apple TV to display the pictures of Kid Rock and U.S Olympic medalist wearing the flag. The IPad and Apple TV are essential to this lesson because there are no other means in this classroom in which to display videos, pictures, or any other projected items. The IPad connects to the TV through a system called AirPlay. Once connected, everything on the IPad will display on the TV for all the students to see. I believe this series of videos and pictures add to my lesson and using this technology is the best way to display this information for my students.

Procedures:

Introduction (5 minutes)

- Engage students in the topic by having them discuss the questions below. Remind students that to discuss appropriately, they will need to quietly raise their hands and only share comments or questions that pertain to the current topic. This requires active listening. Quickly model what this should look like.
  - How can we show respect to our country?
- Guide the conversation to help students realize that by being respectful during the Pledge of Allegiance and by using proper flag etiquette they are showing respect and gratitude for their freedoms as an American citizen.
- Introduce to students that the purpose of today’s lesson is to learn more about the Pledge of Allegiance, flag etiquette, and how to show our nation respect.

Activity-Pledge of Allegiance (20 minutes)

- Have students stand and recite the Pledge of Allegiance from memory.
- Pass out a blank copy of the “Pledge of Allegiance Vocabulary” sheet to the students and have them get out a pencil.
- Read the Pledge of Allegiance slowly as a class after giving students these instructions:
Today we are going to do a close read of the Pledge. As we read the Pledge of Allegiance, I would like you to circle any words you may not know. We will read very slowly, so you have time to mark your papers.

- After reading the pledge, poll the class and make a list of all the words the students did NOT know. This list will most likely consist of, but is not limited to:
  - Indivisible
  - Justice
  - Liberty
  - Nation
  - Republic
  - Allegiance

- On the respective lines on the “Pledge of Allegiance Vocabulary” sheet, help students define these six terms. Use the blank space at the bottom or back of the sheet to define any other terms the students circled and did not know. Age appropriate definitions for the six focus terms are below. Write the definitions on the board, so that the students can copy it done correctly.
  - Indivisible: unable to be divided or separate
  - Justice: fairness, being fair to others
  - Liberty: Freedoms
  - Nation: Group of people
  - Republic: power comes from a group of people who vote for their leaders. (Presidents)
  - Allegiance: loyalty, love, and devotion (to the flag)

- Re-read the pledge as a class. Pause at each word that was circled and define the word as the pledge is read. This will help the students understand the Pledge of Allegiance more fully.

- Pose and discuss this question with the students using appropriate discussion techniques:
  - How might the Pledge of Allegiance help us remember our responsibilities as citizens?

- Watch the video, “Red Skeleton’s Pledge of Allegiance,” to show the students another example of someone pulling apart and diving deep into the meaning of the pledge.

Activity - Flag Etiquette (20 minutes)

- Tell students that I will now be changing gears a little.
- Ask students this question:
  - When we say the pledge what do we look at?
- Students will respond:
  - The flag
- Ask students:
  - What do we do with our bodies as we say the pledge of allegiance?
- Students may respond:
  - Put our right hand over our heart, look at the flag, and be quiet.
- Tell the students that we do these things to respect the flag. The flag is a significant symbol in our country.
Ask students if they have ever heard of the term etiquette. If they know this term, have them define it for you. If they do not, define it for them.

**Etiquette:** What is acceptable in a specific situation

Tell students that they are going to watch two videos that discuss flag etiquette.

- Both of the videos emphasize different flag rules. (It is important to show both videos.)

Watch “American Flag Facts, Etiquette and History” and then watch “Do you know your American flag rules?”

Following the video engage students in an appropriate discussion about proper flag etiquette. To support this discussion, you may choose to ask questions such as:

- *How do we respectfully get rid of a worn flag?*
- *What is disrespectful to do with an American flag?*
- *What should we do with our flag?*
- *How should the flag hang when it put on a wall?*
- *Does using flag etiquette show that we respect our country? How?*

Show the students an image of Kid Rock wearing the American flag during one of his concerts and a picture of Olympic runners wrapped in the American flag after winning an Olympic race. Provide contexts for both photos and have the students openly talk about their opinions.

- **Kid Rock context:** He was wearing the American flag during a concert to support the NFL riots/rebellions.
- **Olympic Runner context:** These athletes just won an Olympic race for the United States of America and wrapped themselves in the flag to show pride in their country.

**Questions:**

- *Are these individuals following the flag code?*
- *Is it okay that they are wearing the flag because they are supporting or showing pride in our nation?*

This is a controversial issue. Let students hear both sides of the issue and determine for themselves what is right or wrong. Do NOT share your personal opinions.

**Writing Activity-Closure:** (15 minutes)

- Following this discussion pass out the “My Flag” sheets and ask students to summarize what they have learned by filling out the sheet.
- Talk to students about what it means to summarize their learning. For this lesson, this means that students will be asked to condense all they have learned for today’s lesson into one main idea (why it is important to respect the flag) and three supporting details (how they can show the flag respect).
- **Writing prompt:**
  - *Write a paragraph explaining why it is essential to show the flag respect. Make sure you add three things you can do to so show it respect as your supporting details.*
  - Remind them that a paragraph consists of 5-7 sentences.
● When finished, gather the “Pledge of Allegiance Vocabulary” from students. Use this sheet as a formative assessment.
● Have the student put their “My Flag” sheets in their classwork folder. If they have not finished, it that is okay because they will have an opportunity later to finish it.

Rationale:

This lesson is based on open classroom discussions. Having students discuss what they are learning with each other has proven to deepen the level of learning. This is something I have been taught in every single one of my methods courses. Through my methods and management courses, I have also learned multiple times about the importance of constructivism. The idea of constructivism was first introduced in my Educational Psychology class but has been echoed in nearly every educational class I have had up to this point. In constructivism, the teacher is seen as a facilitator and not a lecturer. This lesson outlines several possible questions I may pose to students, but in the end, it is up to the students to discuss these topics I present and construct their own knowledge. There are a few times throughout the lesson that I will use direct instruction. I often use this method of teaching while discussing the vocabulary. In my ELED 3100 course, I learned that direct instruction is often necessary when teaching vocabulary because students need to learn vocabulary explicitly. In this course, I also learned that vocabulary should also be taught in context to help students internalize the terms. I have tried to do that in this lesson.

Accommodations:

Support

● Samuel, Alex, and Mike may need to have a copy of the Pledge of Allegiance vocabulary words in front of them instead of copying from the board. This is part of Samuel’s and Alex’s IEP, but Mike may benefit from it as well.
● Make sure Samuel, Bailee, Alex, and Saylor have enough time to write. This may mean extending additional writing time for these students in lesson three.

Enrichment

● Erika will most likely complete her paragraph before her classmates. Encourage her to write a more complex paragraph with a lot of detail. If she finishes writing far before her classmates, have her draw a picture on the back of her “My Flag” sheet that will help her remember all of the rules she has learned today.

Assessment:

Formative

● I will know when students have met objective 1 when they turn in their “My Flag” papers at the end of the unit. I will review the paragraphs they have written to see if they were able to accurately tell me why it is essential to respect the flag and create a list of at least three ways they can show the flag respect.
I will know when students have met objective 2 when they turn in their “Pledge of Allegiance Vocabulary” sheet at the end of the lesson. I will use these papers to see if they accurately defined the domain-specific word in the Pledge of Allegiance.

Resources:


Pledge of Allegiance Vocabulary

I pledge allegiance to the flag of the United States of America

and to the Republic for which it stands, one Nation

under God, indivisible, with liberty and justice for all.

Indivisible______________________________

Justice__________________________________________

Liberty___________________________________________

Nation___________________________________________

Republic_________________________________________

Allegiance_______________________________________
My Flag

Name: ________________

Write a paragraph explaining why it is important to show the flag respect. Make sure you add 3 things you can do so show it respect.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

My Flag

Name: ________________

Write a paragraph explaining why it is important to show the flag respect. Make sure you add 3 things you can do so show it respect.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
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________________________________________________________________________
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Lesson 2

Title of Lesson: Lesson 2: Rights and Responsibilities

Time: 70 minutes

Core Standards: Social Studies Standard 3

Objective 1: Describe the rights and responsibilities inherent in being a contributing member of a society.

A. List the responsibilities community members have to one another.

B. Identify why these responsibilities are important for a functioning society (e.g., voting, jury duty, taxpaying, obedience to laws).

Reading-Informational text standard 1: Ask and answer questions to demonstrate an understanding of a text, referring explicitly to the text as a basis of answers.

Content Objectives:

1. Using the article “Americans have Rights and Responsibilities,” students will be able to describe why it is important to be a responsible citizen and list at least three responsibilities they have as citizens in a single paragraph.

2. Given the Rights and Responsibilities sort cards, Students will be able to determine the difference between our rights and responsibilities by correctly sorting the cards into groups either as a right or responsibility.

Academic Language/Vocabulary:

- Language skills: In this lesson, students will need to be able to discuss with one another several topics about the content appropriately. Students will also be required to summarize some of the ideas they have learned about their responsibilities as citizens on the “My Responsibilities” sheet. Lastly, after learning about their responsibilities as citizens, students will also need to evaluate and justify which responsibility they think is their most important responsibility as United States citizens.

- Domain-specific vocabulary: For this lesson to be successful, students must develop a deep understanding of the following words:
  - Right
  - Responsibility

Resources needed:

- “Rights and Responsibilities Sort Cards” (I set per two students-copy found below)
- Printed out copy of the article, “Americans have rights and responsibilities,” from Newsela (1 copy per student-Lexile 610)
- “My Responsibilities” sheet (1 per student- copy found below)
- “Rights and Responsibilities” Video link
  - [https://www.youtube.com/watch?v=nTmWBCTWT1c](https://www.youtube.com/watch?v=nTmWBCTWT1c)
- “Rights and Responsibilities of Citizens-With Music” Video link
**Technology integration:**

In this lesson, I will be using an iPad and Apple TV to display the videos, “Rights and Responsibilities” and “Rights and Responsibilities of Citizens- With music.” The classroom I am in does not have a projector of any sort, so the iPad and Apple TV provide the means I need to display these two videos. The iPad connects to the Apple TV through a system called AirPlay. Using AirPlay, I will be able to stream the videos for my lessons on the classroom TV for everyone to see. I believe these videos create an engaging way to relay some of the content in our lesson, and I need the iPad and Apple TV to show all the students the videos.

**Procedures:**

**Introduction (5 minutes)**

- Engage students in the topic by having them discuss the questions below. Remind students that to discuss appropriately, they will need to quietly raise their hands and only share comments or questions that pertain to the current topic. This requires active listening. Quickly model what this should look like.
  - What are some of the responsibilities you have to other students in this classroom?
  - Then, what are some of the responsibilities you have to other people in this town?
- Tell students that today they will be learning about their right and responsibilities as U.S citizens.
- Introduce the BIG question for the lesson:
  - What are our rights as citizens, and what are our responsibilities?
  (**Students will answer this question throughout the lesson using what they learned explicitly from the text and other resources.**)

**Activity (50 minutes)**

- Pass out one copy of the Rights and Responsibilities Sort Cards to each pair of students and make sure each student has scissors.
  - Give students these directions:
    - As a partnership, you are going to need to cut out each card on these two papers. One partner will cut out one sheet while the other partner will cut out the other. Once each card has been cut out, I need you to clean up around your desk. Put any scrap piece of paper in the recycling bin, and put away your scissors. When you have completed all of this, I need you to sit quietly at your desk until everyone is finished and we can continue with the lesson.
    - Students who finish first may help other students who are slow cut out their sort cards
Now that students have their sort cards all cut out, have them arrange the cards into two sorts (rights and responsibilities).

- Give students these directions:
  - I need you to work with your partner to sort these cards into two groups. The first group is rights and the second are our responsibilities. (Hold up sort cards that label the two sorts.) This is not something we have learned about yet, so I do not expect you to sort the cards 100% correctly. When you are finished, leave them on your desk and do not change any of them until I tell you otherwise. Do your best job, and later we will revisit your sorts to see if you need to make any changes.
  - Allow them time to ponder where to sort the cards.
- Change the students’ attention from their sorts to the Apple TV. Tell them that now they will learn about their rights and responsibilities as U.S. citizens.
- Watch the video “Rights and Responsibilities” and then the video “Rights and Responsibilities of Citizens- With Music.”
- Following these two videos, have a discussion to help the students determine the difference between a right and a responsibility. Remind them again what an appropriate discussion should look like.
  - Define both of these terms as a class in context to the videos, and then have them write their definition of each word on the sort label card where it asks the words to be defined (you can see this on the sorted deck below).
    - Right: Freedom that is protected
    - Responsibility: Duty or something you should do
- As students write their definitions, pass out the Newsela article, “Americans have Rights and Responsibilities,” to each student.
- Read the article aloud to the students. Pause at random words having them fill in the blank.
  - This ensures that they are following along.
- Have the students read the article a second time with their partner. They should switch off reading every other paragraph.
- Discuss with students all of the rights and responsibilities the article talks about in more detail.
  - This is an opportunity to clear up any confusion and to further define/describe what our responsibilities are as citizens.
  - This discussion should take some time because you should go through each point in the article explicitly.
    - Ask questions during this discussion to spark interest.
    - Have students evaluate or in other words determine which responsibility they think is our most important responsibility. Ask them to justify their answer.
      - Briefly teach students what it means to evaluate and justify. Provide them with an example and model the evaluating and justifying process.
What do you think our most important responsibility is? Why?

- Think-pair-share

- Bring the students attention back to their sorts. They should not have touched their sorts since the beginning of the lesson. Have them look at their sorts and change anything that needs to be changed.
  - Directions may be as follows:
    - **When I say, “go,” I want you to look at your sorts. You have now learned about your responsibilities as a U.S. citizen and should be able to sort these correctly. With your partner, I want you to go back through and fix anything you might have sorted incorrectly. If you are unsure about any of the cards, you may now use the article to help you make sure everything is in the right place. When you think you have them all right, raise your hand, and the teacher or I will come and check. Once you are checked off, we will give you a baggy to save your sorts, and you may clean them up.**

**Writing Activity-Closure (15 minutes)**

- Once students have cleaned up their sorts, instruct them to raise their hand. Give these students the “My Responsibilities” sheet and ask students to summarize some of the ideas they have learned by filling out the sheet.
- Talk to students about what it means to summarize their learning. For this lesson, students will be asked to condense all they have learned into one main idea (why it is important to respect the flag) and at least three supporting details (how they can show the flag respect).
- **Writing prompt:**
  - **Write a paragraph explaining why it is important to be a responsible citizen.**
    
    Make sure you list at least three responsibilities they have as citizens.
  - Remind them that a paragraph consists of 5-7 sentences.
- Have the student put their “My Flag” sheets in their class work folder, if they have not finished it that is okay because they will have an opportunity later to finish it.

**Rationale**

Similar to the first lesson in this unit, this lesson is based on whole class discussion. As I have mentioned, having students talk to one another about topics about the lesson helps students internalize the content. Having students talk about what they are learning is something that all of my methods classes have encouraged. This lesson also encompasses the constructivist approach to teaching. My Educational Psychology class was the first to introduce the idea of constructivism. However, I have found that nearly every methods course I have taken since has re-emphasized the importance of maintaining a constructivist environment. With this in mind, I developed the lesson in a manner that I would simply be facilitating the learning. I made sure that the students had to engage in the discussions and activities that are planned to learn the content. They are responsible for constructing their own knowledge. Finally, in my methods writing course textbook we learned that for students to become better writers, they need to become better readers.
With this in mind, I had the students’ partner read the Newsela article, “Americans have Rights and Responsibilities,” even though I also read it aloud just to get them reading. The more they read, the better writers they will be.

**Accommodations**

**Support**

- Samuel, Mike, and Alex will need the video, “Rights and Responsibilities of Citizens—With Music,” read aloud to them as the words go across the screen. This will help these students who struggle with reading still receive the content. While the boys work on their sorts, the classroom teacher will work with them and read each card aloud to them so they can decide where it goes. While the partners are reading the Newsela Article, pair Samuel and Alex together and have the classroom teacher read the article with them. The student teacher can then read the article with Mike. As part of Samuel’s and Alex’s IEP, print off the right and responsibility definitions and give it to them to copy it on their sort label cards.

- Make sure Samuel, Bailey, Alex, and Saylor have enough time to write. This may mean extending additional writing time for these students in lesson three.

**Enrichment**

- Erika will most likely complete the required tasks much quicker than the rest of the students. Once she completes her paragraph summary, have her go back to the article to find where it specifically talks about each item on her sort cards. Then, have her draw a picture representing the item on the back of the sort card that is directly connected to the text.

**Assessments**

**Formative**

- I will know when students have met objective 1 in this lesson when they turn in their “My Responsibilities” sheet at the end of the unit. I will review the paragraphs each student has written to see if they were able to accurately tell me why it is essential to be a responsible citizen and if they could name at least three responsibilities they have as citizens.

- I will know when students have met objective 2 in this lesson when they raise their hand and pass off their right and responsibility sorts to either the classroom teacher or myself. To pass off their sorts, they will need to have each card in the right column.

**Resources:**


Right and responsibilities sort cards

Rights

Worship as you wish

To work in the government

Responsibilities

To vote in elections

To have guns

Fair trial

To run for elections
Participate in city voting. 

Participate in democracy (vote).

Pursue life, liberty, and happiness.

Serve on a jury when called upon. 

Obey the law. 

Support the constitution.

Pay your taxes. 

Respect the right, beliefs, and opinions of others. 

Stay informed.
My Responsibilities

Name:________________

Write a paragraph explaining why it is important to be a responsible citizen. Make sure you list at least three responsibilities you have as citizens.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

My Responsibilities

Name:_______________

Write a paragraph explaining why it is important to be a responsible citizen. Make sure you list at least three responsibilities you have as citizens.

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Lesson 3

Title of lesson: Lesson 3: Contributing Citizens Report

Time: 70 minutes

Core Standards: Social Studies Standard 3

Objective 1: Describe the rights and responsibilities inherent in being a contributing member of society.

A. Identify how these rights and responsibilities are reflected in the patriotic symbols and traditions of the United States (i.e., Pledge of Allegiance, flag etiquette).
B. List the responsibilities community members have to one another.
C. Identify why these responsibilities are essential for a functioning community (e.g., voting, jury duty, taxpaying, obedience to laws).

Speaking and listening standard 4

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Content Objectives:

1. By using their completed “My Flag” and “My Responsibilities” sheets, the students will describe ways that they can be contributing members of their community by reporting on all the content items described in the “Report Checklist.”
2. By using their completed “My Flag” and “My Responsibilities” sheets, the students will be able to report on a topic using the correct reporting techniques described in the “Report Checklist.”

Academic Language/Vocabulary:

- Language skills: For this lesson, students will need to know how to synthesize their two paragraphs into one report. This may look different for each student. Students will also need to be able to appropriately discuss topics presented in the lesson and collaborate with one another to improve each other’s reports.
- Domain-specific vocabulary: In this lesson, students will need to develop an understanding of prosody or expression. Trying to speak with prosody is a skill this lesson will emphasize.

Resources needed:

- “My Flag” sheet (completed)
- “My Responsibilities” sheet (completed)
- “News Reporter Package Sample” Video link
  - [https://www.youtube.com/watch?v=RzmcI0mVj60](https://www.youtube.com/watch?v=RzmcI0mVj60)
- IPad
- Apple TV
• Pencils
• “Report Checklist” (1 per student-found below)

**Technology Integration:**

In this lesson, I will be using an IPad and Apple TV to display the video “News Reporter Package Sample.” The IPad and Apple TV are necessary to this lesson because there are no other means in this classroom in which I can show videos or project items for the students to see them. The IPad connects to the TV through a system called AirPlay. Once connected, everything on the IPad is displayed on the TV for everyone to see. Displaying the video, “News Reporter Package Sample,” adds to my lesson because it demonstrates proper reporting techniques, and using this technology is the best way to display this information for my students. I will also be using the classroom IPad to video the students’ reports. This is also important to this lesson because it provides a way that I can further assess them by going back and viewing the students’ reports.

**Procedure:**

**Introduction (5 minutes)**

- Engage students by having them discuss the questions below. Remind students that to have an appropriate discussion, they will need to quietly raise their hands and only share comments or questions that pertain to the current topic. This requires active listening. Quickly model what this should look like.
  - Why do people give oral reports, speeches, or presentations?
  - Why is it essential for third graders to learn how to give oral reports, speeches or presentations?
- Tell students they will be learning how to give a good report, and then, they will be presenting mini reports detailing a summary of what they have learned in the two previous lessons.

**Oral report modeling activity (10 minutes)**

- Watch the video, “News Reporter Package Sample.”
- Following the video, openly discuss with students what the news reporter did that made her report successful. Remind students how to engage in an appropriate discussion.
- It may be necessary to ask questions to help facilitate the discussion; sample questions are below.
  - What did you notice about the speed the reporter spoke?
    - How was her prosody?
      • Define to the students that prosody is expression. When we give reports, we need to sound like we are talking to a friend. If we look and sound like a robot, we have poor prosody.
  - What did you notice about how she was sitting?
    • Where were her hands and papers?
    • Where was she looking?

**Oral report activity (50 minutes)**
Now the students know what their report should look and sound like, it is time for them to practice. However, many of the students may not have completed their, “My Flag” and My Responsibility worksheets from the previous lessons. They will need time to work on these to practice.

Provide students with these instructions:

- I want you to pull out your “My Flag” and “My Responsibilities” sheets from the last two lessons I taught. Many of you have finished writing your paragraphs on these sheets, but a few of you have not. Right now I will give those of you who have not completed the assignment time to finish your writing. As a reminder, you need to make sure both paragraphs list at least three ways you can either show the flag respect or three responsibilities you have. These need to be complete paragraphs that consist of a topic sentence (why you think it’s important) and a concluding sentence.

*Write on the board the first set of instructions:

1. Write your “My Flag” and “My Responsibilities” paragraphs.

As student finish writing, encourage them to go back over the two paragraphs they have written from the last two lessons. This is where they are going to synthesize all that they have learned by taking all the parts of their writing and combining them to create a report they are proud of.

Teach students what it means to synthesize. Model what this might look like for them.

Provide students with the second set of instructions:

- Once you have finished writing your paragraphs, I would like you to go back through them and read them in a whisper voice to yourself. Now that you know you will be presenting your paragraphs, I want you to critically review what you have written, make changes, and finish anything that is not complete. This is where you are going to take both parts of your writing and figure out how to combine them to make your report (synthesize). This is your time to individually make sure that you know what you are saying for your report and that you feel confident in what you have written. Keep in mind what we discussed at the beginning of this lesson how you should sound as you read your reports.

*Write on the board the second set of instructions:

2. Read your paragraphs in a whisper voice and make any changes you think it needs.

Students will finish this process at different times. As they finish, pair students up with another student who is also done. Have these students collaborate with one another to improve each other’s reports. They should give each other one wish and two stars and practice until they are ready to give the report.

Provide students with these directions:

- You will finish writing and complete reviewing your paragraphs at different times. Once you are finished with the first two steps, I would like you to come up to me and tell me you are done. I will write your name down on this paper. As other students finish, I will pair you with them. Once you have a partner, I would like you to share your reports with them. This is your opportunity to practice aloud
your report to someone else. If you are the partner who is sharing, you need to remember how a report should look and sound. If you are the partner who is listening, you need to listen carefully. You will give one wish and two stars to the person presenting to you. This is where you get to practice the prosody we were talking about earlier. Once one partner is done sharing and receiving feedback, it is the other persons turn to share and get feedback. You can share your reports as many times as you feel like you need to with your partner. As I mentioned, this is practice for you.

- Walk around the room as partners share their reports with each other providing guided feedback to partnerships.

*Write on the board the third set of instructions:
  
  3. Get with your assigned partner and practice your reports.  
    - The partner listening needs to give one wish and two stars to the partner who is presenting their report.

As students are ready to report, pull them into the back room and video record each student’s report using the IPad. This recording will allow the teacher to go back and assess the student’s report later.

Provide students with these directions:

- After you have done step one, two, and three that are written on the board, it is time to give your final reports. You will need to find either the classroom teacher or I and tell us that you are done. When you have finished, we will take you one-by-one into the backroom and record you doing your report. We are going to record you giving your report so we can play it back and you can assess how you think you did on your report.

*Write on the board the fourth and final directions:

- 4. Give your oral reports

Now that students have received all the instructions let them work at their own pace. This lesson has a lot of moving parts so walk around the room making sure students are working and that they are following all four of the directions in order. The students will work at very different paces, and if needed, this lesson may need to continue into another day.

- When students are finished, gather their “My Flag” and “My Responsibilities” sheets.

**Rationale:**

This lesson also has several components of open classroom discussions. Having students discuss what they are learning with each other is proven to deepen the level of learning. This teaching concept has been reiterated multiple times throughout various method courses and course readings. As I have mentioned, I have also learned about the constructivist approach to teaching in several of the courses I have taken to prepare myself to be a teacher. In this lesson, I will facilitate student learning and let the students construct their own understanding. This is often done by posing questions to discuss as seen at the beginning of the lesson. Multiple courses, but mainly ELED 4040, have taught me about the gradual release of responsibility. This lesson is based on this model of teaching. I begin by having the video, “News Reporter Package Sample,” model to
students how a good report should look and sound. Further on, I have the students practicing giving their reports with their peers. This is where I can intervene and help students who need additional support with presenting a report. The students can keep practicing until they are ready to do it on their own. Once they are ready, they can give their final report. This gradual release of responsibility will help the students ease into giving their final report and will set them up for success.

**Accommodations:**

**Support**

Samuel, Alex, and Mike will need a lot of support in this lesson. All three of these students will most likely need either the classroom teacher or myself to help them generate ideas and act as a scribe for them as they finish up any writing they may have left. Also, as students share their reports with their classmates, and then get ready to produce their final reports, do not require them to read everything on their sheets for their report. Let them just tell you what their reports say instead of having to read them out loud. This will ensure I am assessing their understanding of the social studies and how they present their reports and not their reading and writing ability.

Landon often has a significant amount of behavior problems. He does not have an IEP, but to support him with this lesson, I will not require that he reads his written report to his classmates or the teacher. Instead, he can just present the topic verbally in hopes to get him to participate in the final recording of the report. Landon may refuse to be recorded, and I may have to have a short discussion with him about what he learned throughout this unit and assess him more informally.

Bailey, Alex, Saylor, and Samuel may need additional time. This lesson may expand into the next day to allow them the time they need.

**Enrichment**

Erika will most likely need some enrichment. Encourage her to review her paragraphs and add other details that would enrich her writing. It may also be necessary to encourage her to synthesize all the parts of her paragraphs together in a more mature or organized manner. If she finishes early, she may choose to listen to several other students’ reports and give advice on how they can improve.

**Assessments:**

**Summative**

I will know when students have met objective 1 for this lesson when I review their final reports on the IPad. I will go back and watch each of their reports with the “Report Checklist” to see if they were able to describe ways that they can be contributing members of a community as outlined in this unit. If students report on all four content items in the checklist, then I will know that they have fully met this objective.
I will know when the students have met objective 2 when I review their final reports. I will watch their reports and determine if they were able to speak clearly with good pace, look up from their notes, and sit up straight holding still. If they demonstrated that they could do each of these things, then I will know that they have fully met this objective.

Resources:


3. Focus Students

Description of Student 1: Samuel

Prior Learning:

While examining the prior knowledge of the entire class, antecedent to teaching this unit, Samuel brought up that the Pledge of Allegiance was some sort of promise to our nation. He could not tell me what the promise was about, but he understood the significance of it. When the class discussed our rights and responsibilities, Samuel was lost in the conversation. He sat at his desk and fidgeted with a handful of pencils instead of engaging with the topic. His body language and facial expressions both indicated that he did not understand the difference between a right and responsibility and that our conversation was above what he had previously learned. This was also evident as I taught lesson two and asked the students to sort the rights and responsibilities cards before they had an opportunity to learn about our rights and responsibilities. Even with the classroom teacher’s guidance, Samuel and his partner were just putting random cards in random columns. The teacher indicated to me that they placed several cards in the right location, but did so with no apparent thought as to why it would go there. This suggested to me that this partnership had not had any prior learning about the topic of their rights and responsibilities as U.S citizens.

Academic Ability:

Academically, Samuel is a slow learner. He can understand a vast majority of the third-grade content, but he needs time to process the information. Samuel is good at math. He does well on his math chapter tests and understands the mathematical content as well as anyone. However, even though Samuel is good at math, he needs time to work through the problems at his own pace. Time is a big issue with Samuel. When it comes to reading and writing, he is academically far below most of his classmates. He currently has an IEP that provides him extra help in both of these areas. Helping Samuel means acting as his scribe while writing long pieces and reading all directions directly to him on assignments. Another thing that is included in Samuel’s IEP is that he needs to be given a copy to have on his desk and not write from the whiteboard or Apple TV. Samuel qualifies for special education and is regularly pulled out of the general classroom to receive more intensive and personalized intervention.

Personal Background:

Samuel comes from a two-parent household. He has two brothers and one sister. Samuel’s mother is a stay at home mom, while his father works in the athletic department here on campus. His father is away a lot to games and recruiting events, but his home life is stable. As you can imagine, sports is a big part of Samuel’s family life, but he is not a big fan of competition. He prefers playing video games on his 3 DS board games, being outside, and dancing. He is very kind-hearted and does not like to compete against his peers.
Other Relevant Characteristics:

Aside from the academic struggles Samuel faces, he is a kind student. He often goes out of his way to help others, especially if he feels like he can and seeks opportunities to be friends with everyone in the class. On a bad day, Samuel can be a little defiant and will refuse to do an assignment (often because it is hard for him), but if you give him time and the freedom to think he will eventually do the work that is required of him.

Influence of these Characteristics on your Teaching:

Samuel’s needs greatly influenced my teaching strategies. Because he often needs more time to process information, I try to allow extra wait time while teaching. When asking a question to the class, I try to wait for a few seconds before calling on anyone to answer. This allows Samuel to construct an answer to my question, which enables him to participate in the discussion. When designing and creating lessons, I always remain aware of his needs. For example, if a lesson requires a significant amount of writing, I would try to build the lesson in a manner that would allow me to help scribe some of the writing for him. As a student teacher, I can take advantage of the classroom teacher to help him with these tasks. As students are independently working, I try to remain mindful of what Samuel is doing and figure out ways to help him access the same learning as his classmates. Another effect Samuel has had on my teaching is that I make sure the directions or instructions I give are clear and concise. I find that I talk slowly and enunciate my words. This helps prevent Samuel from getting confused and losing learning time trying to clear up anything I said that was vague.

Description of Student 2: Erika

Prior Learning:

Erika did have some prior knowledge about the content in this social studies unit. However, my discussion with the class before teaching this unit revealed that she did not know everything she is expected to know as a third grader about being a contributing member of her community. The only opportunity I had to gage her prior learning is by discussing the concepts with the whole class and what they knew about the topics I was supposed to teach. When talking about the Pledge of Allegiance, Erika did not make any comments. However, she was attentive, making eye contact, and leaning forward in her seat during the discussion. I observed her agree and disagree with a shake of her head with what her classmates were saying. When students would say something that was incorrect, Erika’s body language suggested that she knew what the student what saying was wrong. I found the same thing to be true when students would say things that were accurate about the flag. She would nod her head and agree with what they were saying. I did not call on Erika during this time to share her thoughts, but her body language gave me some insight as to what her prior learning on the topic was. She knew that the pledge was a promise and that there are etiquette rules about handling and presenting the flag. Later that day, I overheard her talking to another classmate that one of the flag etiquette rules was that the flag should not ever touch the ground. As the discussion to assess the
students’ prior knowledge continued, Erika participated a lot more. She told the class that one of our rights is to vote for people to represent us. However, when asking if voting was a responsibility, she did not make the connection that it was both a right and responsibility. Erika was able to name several rights and responsibilities we had but missed mentioning some of our most important ones. This showed me that she does have significant prior knowledge on the topic, but that there is more she still can learn or at least broaden her knowledge base. To further assess what Erika previously knew about our rights and responsibilities, I examined the sorted piles that she had done with her partner. Erika and her partner sorted every card but two right. Two cards that should have been in the responsibilities sort were placed in the rights column. With Erika only misplacing two cards, it shows that she does have an excellent foundational learning base, but that there was still more that she could learn about the topic.

Academic Ability:

Erika is our highest scoring reading and writing student. Currently, she is reading at a 6th-grade level, and as a third-grader has the second highest DIBELS score in the entire school. Erika often works much more quickly than her peers and her end product is always much higher quality. She likes to participate in class but does not care for the spotlight, so her participation is minimal. When asked to do a basic writing assignment, her work often exceeds my expectations. She is never satisfied until she feels like she has done her best.

Personal Background:

Erika comes from a two-parent home; her father works as an architectural engineer, and her mother is a professor here on campus. I have had the opportunity to be a student in one of her mother’s courses. Knowing her mother, it is no surprise that Erika is so advanced academically. Erika has two brothers, one older, and the other younger. Erika loves to read and is a fantastic writer. She likes to help her younger brother and loves pistachio ice cream (any treat for that matter).

Other Relevant Characteristics:

Erika has a quiet demeanor. She is not afraid to participate in class and does not overpower her classmates to have her voice heard. I have never had to worry about Erika getting into trouble, getting out of her seat or being off task. She is extremely reliable. At times I feel like Erika is bored in class because she understands the content and the tasks are too mundane. Outside of the academic setting, Erika is fun loving and enjoys a wide variety of fun activities.

Influence of these Characteristics on your Teaching:

As you can see, Erika is a brilliant young girl who does not require too much attention. However, I often worry that she feels like her hard work goes unnoticed. While teaching, I try to remain consciously aware of her and make sure I praise her for her efforts toward producing quality work. By complimenting her, I let her know I am aware and appreciate
the hard work she has done. Erika has also influenced my teaching because I am constantly trying to find ways to challenge her while doing specific tasks. These mini challenges should engage her in the task, so she does not get bored. When Erika gets done with her assignments quickly, I often encourage her to help some of her peers that are struggling with the assignment. I have found that by doing this, she has to process the information from the assignment at a deeper level to be able to explain it to her peers. This has shown to help her both academically and socially.
4. Reflection

Analysis of student learning

Performance of Student 1: Samuel

As was identified by the lesson outline, this unit was divided into learning about the flag and flag etiquette, and learning about our rights and responsibilities as citizens. During the lesson that focused on the flag, Samuel was highly engaged. He actively participated in the discussions and enjoyed the topic of the lesson. Because of his engagement, Samuel learned a lot about flag etiquette and was able to demonstrate this learning in multiple ways. First, Samuel was able to prove that he was learning about the Pledge of Allegiance vocabulary by nearly completing the “Pledge of Allegiance Vocabulary” sheet (Figure 1). Samuel accurately wrote down the definitions to all of the words, but the last term on the sheet. It is evident that he did not have the time he needed to finish writing all the vocabulary definitions. If I could teach this lesson again, I would make sure he had the time he needed to copy the definitions onto his paper. While helping him write his “My Flag,” (Figure 2) paragraph, Samuel demonstrated a high level of understanding of the content. I was trying to transcribe all that he was telling me, but in the end, I had to have him choose just three to write and condense his thoughts on those three. I could not get him to stop talking about the flag and the flag rules. The structure of this lesson was just what Samuel needed in order to become engaged and learn the content.

The second lesson did not prove to be quite as successful as the first for Samuel. I taught this lesson in a similar manner; it was open and had a significant amount of useful discussions topics, but I was not able to get and maintain Samuel’s interest. Along with not being engaged, about halfway through the lesson Samuel was pulled out of the classroom to go to speech therapy. This was something I was aware might happen, but I did not plan anything to accommodate for his missing some vital information in the lesson. By missing part of the lesson, Samuel was not able to sort his Rights and Responsibility sort cards, and I could not assess if he were able to differentiate between rights and responsibilities. This is something that I will need to take into consideration in the future. When he came back to class, it was time to write his “My Responsibilities,” (figure 4) paragraph. Although he was in class long enough to receive information to complete this summary, he had a hard time telling me what to write as I was scribing for him. I spent a lot of the writing time trying to help him generate ideas, and all he wanted to do was shut down and not complete his work. We ended up running into behavior issues during this time. Because of these problems, Samuel did not complete his paragraph. We had to finish it the next day, and I ended up having to tell him most of his responsibilities to write.

Due to Samuel struggling to read, he was not able to read his two-paragraph presentation while giving his final report. To accommodate for this, I asked him questions to aid his report. While asking about the flag, he nailed everything. Again, he showed that he knew the content, but when I asked about his responsibilities, all he could tell me was that he is
responsible to obey the law. Then, he jumped right back into telling me about the flag. I continued to prompt for responsibilities, but I could not get any additional information out of him. This proved to me that his attendance and engagement in the first lesson magnified his learning on that topic.

While reviewing his recorded report, I could see that he was able to use most of the proper reporting techniques we discussed in the third and final lesson. In this lesson, he was more engaged with the material and added to the classroom discussion. As a result, I saw him translate the techniques we discussed in his report. The only area he struggled with on the reporting techniques was swaying his chair back and forth while we talked. I believe this was due to him being nervous about talking to a camera. In the future, I need to teach him strategies to help him calm his nerves so he can be successful in this aspect of giving reports.

Samuel’s “Pledge of Allegiance Vocabulary” (*Figure 1*)

![Image of Samuel’s “Pledge of Allegiance Vocabulary”](image-url)
Samuel’s “My Flag” (Figure 2)

My Flag

Name:

Write a paragraph explaining why it is important to show the flag respect. Make sure you add 3 things you can do so show it respect.

We need to show respect because it is a symbol of our country. First, we promise to make a promise by saying the pledge of allegiance. Second, never let the flag touch the ground. Third, we should take it down if there is not a light on it during the night. If there is a light, rotate it to shine on the flag.
Samuel’s pre-lesson sort (Figure 3)

Samuel’s “My Responsibilities” (Figure 4)

Write a paragraph explaining why it is important to be a responsible citizen. Make sure you list at least three responsibilities you have as citizens.

I have the responsibility to vote.
It is my responsibility to obey the law.

Obeying the law keeps us safe. We also have the responsibility to defend our flag and country. This is what all responsible citizens do.
Samuel’s “Report Checklist” (figure 5)

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>1-0</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>Good pace</td>
<td></td>
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<tr>
<td>Looks up from their notes</td>
<td></td>
</tr>
<tr>
<td>Speaks clearly</td>
<td></td>
</tr>
<tr>
<td>Sits up straight and <strong>holds still</strong></td>
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</table>
Performance of Student 3: Erika

During the first lesson in this unit, which focused on the flag, Erika seemed extremely engaged. As I expected, while talking about the vocabulary found in the Pledge of Allegiance, Erika had some great insights that helped the class better understand the terminology we were discussing. For example, when we were talking about the term ‘justice’ in the pledge, Erika helped the students deepen their understanding of ‘justice,’ by explaining that when people break the law, justice is served by sending them to jail. Her insights helped to expand this part of the lesson, and by accurately completing her “Pledge of Allegiance Vocabulary” sheet (Figure 6), she proved that she was able to define the domain specific terms that pertain to the first lesson in this unit. Also, Erika was able to demonstrate that she understood why respecting the flag was important and was able to provide me with several of the flag rules while writing her “My Flag” paragraph (Figure 7). Not only did she write a paragraph that contained all the elements I asked of her, but what she wrote went above the expectation. She added a significant amount of details that proved to me that she understood the content of this lesson. Erika was extremely engaged during this lesson, and as a result, was able to demonstrate a high level of learning.

The second lesson proved to reap similar results from Erika, which was no surprise to me. While doing her pre-rights and responsibility sorts at the beginning of the lesson, Erika and her partner misplaced two sort cards. By the end of the lesson, they were able to sort all of the cards accurately. This means that they were able to differentiate between their rights and responsibilities as U.S citizens. I also know that Erika started to understand her responsibilities because she was able to provide me with an accurately constructed paragraph that detailed why it was essential to be a responsible citizen and provided me with three responsibilities she has (Figure 10). This paragraph also went above my expectations and showed me that she did have a good handle on the content of this lesson. Though Erika did demonstrate that she had met all of the learning goals for this lesson, she was not as engaged with the content in this lesson as she was in the first. If the lesson would have been more engaging for Erika, I believe she would have gotten even more out of it and would have been able to deepen her thoughts even more while writing her paragraph.

Due to Erika’s excelling mentality, her final report was terrific. She added a significant amount of detail from the two previous lessons into her report and ended up reporting on all the content areas required of her. Not only did she report on all the content areas that she needed, but she was able to add details that improved the quality of her report significantly. This again showed me that Erika did understand all of the social studies content and was able to describe them in detail. Doing a speech or presentation proved to be an enrichment activity for Erika because it allowed her to be creative and take her report to a whole new level.

While reviewing the recorded form of her report, I could see that Erika was able to implement all four of the reporting techniques that she learned about in detail during the
last lesson of the unit. She knew her report well enough to look at the camera several times. She sat up straight, and she spoke clear with good pacing. She was engaged during this lesson, added input to the classroom discussion, and as a result, gave a high-quality report.

Erika’s “Pledge of Allegiance Vocabulary” *(Figure 6)*
My Flag

Write a paragraph explaining why it is important to show the flag respect. Make sure you add 3 things you can do to show it respect.

It is very important to show respect to the flag because it is a symbol of our country. There are many ways that we can show respect to our flag. Here are just some of them. First of all, you should never let the flag touch the ground. Second, the little mini flags are real fly and should not touch the ground. Thirdly, is that you should never fly a flag at night unless there are spotlights on it. That is how the flag is very important.
Erika’s pre-lesson sort (Figure 8)

Erika’s Post-lesson sort (Figure 9)
Erika’s “My Responsibilities” (Figure 10)

My Responsibilities

Write a paragraph explaining why it is important to be a responsible citizen. Make sure you list at least three responsibilities you have as citizens.

It is very important to be a responsible citizen because people can’t trust you to do special things that others can’t be trusted to do. There are many ways that you can be a responsible citizen but I will only list a few. First of all you should pay your taxes. Paying your taxes can help with schools, hospitals, and the army. Next is that you should support and defend the constitution. The constitution can only be real if citizens defend it. Finally is that you should participate in voting. Voting helps to our leaders what needs to be done. That is why it is important to be a responsible citizen.
Erika’s “Report Checklist” *(Figure 10)*

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Analysis of Teaching Effectiveness

What did I do differently than I originally planned? Why?

During the first lesson in this unit, I ended up following my lesson plan quite closely. One thing that I did differently than I initially planned was not playing “Red Skelton’s Pledge of Allegiance.” When I went to play this video, I could not get the classroom iPad to connect to the Apple TV, so I skipped the video and continued with the lesson. I had the classroom teacher work out the bugs with the technology as I started talking about the next topic with the students. By the time I needed to play the two videos on flag etiquette, she had worked out the bugs, and I was able to play those videos with ease. Although I followed this lesson carefully, I ended up spending more time on specific discussion points than I had initially planned. The students were super interested and engaged with the idea that you should not wear the flag, use it as bedding, etc. Because they were interested in this controversial topic, I allowed the students a lot of time to discuss this rule. This took time away from addressing the other rules we have with the flag, but I felt like letting them try to reason their thoughts on the issue was a profound learning experience for them. In the future, if I were to teach this lesson again, I might make this controversial issue its own lesson. Because I spent more time on this point, many of the students did not have enough time to write their “My Flag,” paragraphs. Both of my focused students finished the paragraph, but only two other students were able to complete it during the allotted time.

During the second lesson in this unit, I only changed a few minor things while teaching. While teaching the lesson I was pressed for time. Because of this, I took significantly less time discussing the different discussion points. I also decided to show only one of the rights and responsibility videos instead of taking the time to show both of them. The last thing I changed while teaching was that I read the Newsela article aloud while the students followed along and filled in the blanks. Due to time constraints, most of the students were barely able to get started on their “My Responsibilities,” sheet before it was time to clean up and move on.

The final lesson in this unit also went pretty close to how it was planned. I taught the students about proper reporting techniques almost precisely the way I had it written in my lesson plan. However, when it came to getting them ready to practice their reports, most of the students had not finished writing their two paragraphs because of the time constraints in the first two lessons. Based on this, students spent a lot more time writing during this lesson than what I had planned. I planned for them to spend the time they were writing on practicing their reports. To review with students what they should be writing about, we ended up discussing all of our flag rules and responsibilities briefly again before I let the students take off and write. I did plan to quickly review some of the important concepts we discussed in the first two lessons, but it proved to be necessary for those who had just begun their writing to discuss it in more detail. Besides these few minor setbacks, students were able to get ready for their reports. Most of the students
were able to give their reports and those who were not, presented their reports the following day.

What worked?

When critically examining what worked well while teaching these lessons, there are several things that come to mind. First, for the most part, the structure of my lessons seemed to flow well and provided scaffolded learning for my students. The discussion components in each of these lessons were successful. This is where many of the students became engaged with the content, and I was able to teach them a lot of material without lecturing or simply telling them what they needed to know. By having a significant amount of discussion points, I was able to listen to the students’ misconceptions and intervene to clarify what I was teaching. Throughout each of the lessons, I used several different methods to deliver the content to the students. I used videos, sort cards, whole class discussions, articles, etc. This helped the students receive the information in multiple formats, and supplemented each of these lessons. The last thing that worked well was having the students give their report through a recording, one-on-one with me. While I was back with each student getting ready to record them, they were all nervous. They took the report very seriously, and I saw several times where students were concerned that they did not do their best and wanted to try again. This proved to be a very authentic measure of what they knew about the content and what they understood about giving a report.

What did not work? Why do I think it did not work?

When considering what did not work as well as I had hoped while teaching this unit, I can only think of a few things. As I mentioned, both of my focus students were not as engaged during the second lesson as the first and third. As a result, I think I prevented them from gaining some of the learning that they could have had. By reading “Americans have Rights and Responsibilities,” though providing a different way to deliver the content, the students seemed too disengaged from the material. With the time constraint, the article was mostly just read to them without interaction or stopping to engage learning. Another problem I ran into while teaching lesson three was keeping the students on task while they were paired up and practicing their reports. Even though I assigned partnerships, I found that many of the students were consistently off task. I am not sure these students got the practice or feedback they needed. As a result, they were not able to give their final reports to the best of their ability. I was busy recording other student reports during this time, so it was hard to keep them on task and record all their reports.

How would I modify the unit based on the focus students’ performance?

When considering Samuel’s needs and his performance I am not sure I would change anything about the first lesson for him. He was extremely engaged and worked hard during this lesson. As a result, he met the conditions for each of my objectives for this lesson. However, lesson two was a different story. It was difficult to keep him engaged, and he missed a large chunk of the lesson. As a result, he was not able to show that he
understood the content required of him. I cannot do anything about him missing class for speech therapy; however, I can maximize what he learns while he is in the class by making the lesson more engaging. One thing I thought I could do was find more engaging videos that illustrate similar ideas to the ones I used. If the videos were fun, it would help keep his attention. Another idea I had was to look for ways to involve the whole class in the discussions, and better yet, explore a controversial topic within our rights and responsibilities for the class to discuss. Samuel flourishes during discussions, and he loved talking about the controversy in the previous lesson; this may have been true also for this lesson had I tried that.

Although Erika consistently showed me that she met all of the objectives in each lesson, there are still a few minor things I could change to help her deepen her learning. First, I think lesson two could also have been more engaging for her. Yes, she participated, yes, she did what she was asked to, and yes, as a result, demonstrated that she understood each objective. However, she needs to be able to receive the content at a more in-depth and enriching level. I believe posing controversial ideas during lesson two would help her process the information more deeply and allow her to share her mature thoughts with the class. Other than this, I feel like the lessons I taught fit the needs of Erika. She seemed engaged and on task in both lesson one and three, and I think this minor tweak in lesson two would have helped her.

In what other ways would I modify the unit in the future? Why?

As I have mentioned several times, I think the first thing I would change is to find ways to make the second lesson more engaging. I believe presenting another controversial topic would grab their attention and keep their attention, so they were able to learn the content more deeply. Another problem I consistently ran into was the time constraints of the lesson. While I was planning the unit and writing my lesson plans, I was worried that I did not have enough activities to teach for the full 70 minutes; it turns, out I had more than enough. At times throughout each lesson, I had to shorten some of the items I wanted to discuss with the students to give them enough time to write, and for most of the students, the writing time I gave them was still not enough. At times I felt rushed while teaching. I might expand the unit over about five days instead of three so that I could dive deeper into some of the more important topics that I was forced to skim over. I would spend two days on the flag and two days on their rights and responsibilities. For example, the kids were engaged in the flag rules about wearing the flag. I brought up the controversial issue of the Olympic runners and Kid Rock wearing the flag, and the students did not want to stop talking about it. In my opinion, this could have been its own lesson. We would have had more time to dive deep into the topic, and it would have provided some much-needed enrichment for Erika.