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Learning Context:

- **School district:** Edith Bowen Laboratory School
- **Name of school:** Edith Bowen Laboratory School
- **Title 1 school:** Partial - Title 1 Assist School
- **Grade Level:** 3rd grade
- **Demographics of school:** Edith Bowen Laboratory School is a public charter school in its own school district. It is located in Logan, UT, on the campus of Utah State University. This school is popular within the Logan community, yet its students are admitted on a lottery system basis. According to data based on the 2016-2017 school year (before sixth-grade was added to the student body) from the Utah State Board of Education, the population of the school is as follows: 304 students in all, approximately 45% are female and 55% are male. Twenty teachers make up part of the staff of Edith Bowen, all of which have endorsements and/or graduate degrees. The vast majority of students consider themselves Caucasian, although Hispanic, Pacific Islander, American Indian, Asian, Black, and Multi Race students also contribute to the student body population. Approximately 31% of students are economically disadvantaged and 18% are enrolled in special education services.

Edith Bowen Laboratory School received a school grade of an A for the past three years, and showcases students performing above the state average in Language Arts, Mathematics, and Science. 66% of students were proficient in Language Arts in the 2016-2017 school year, 71% in Mathematics, and 76% in Science, whereas the state proficiency percentages were 45%, 47%, and 49%, respectively. The school boasts an intensive, hands-on learning environment where students have proven to be successful.

- **School climate:** The school supports a constructivist teaching and leadership style accompanied by project and discovery-based learning as a way to encourage their students to apply their learning. Students and faculty alike are practicing the *Leader in Me* program, where they continually learn about and apply the 7 Habits of Highly Effective People, written by Steven Covey. In addition, the schoolwide expectations are as follows: Be safe, Be respectful, and Be responsible. The school has an effective positive behavior support plan in place where students are given small blue cards to carry with them throughout the day. These cards, titled “Self-Manager cards,” have ten positive behaviors listed on them (including no absences for fifteen days, showing leadership in RtI, showing appropriate hall behavior, and fulfilling a leadership position, to name a few.) A teacher or faculty member can sign off on one of the listed areas if they feel the student is exhibiting consistent positive behavior in that area. After all ten areas are signed off the students are given a “self-manager” bracelet that awards them unique and special privileges at lunch and recess.

The mission statement of Edith Bowen Laboratory School is to remain open-minded in nature and use forthcoming, evidence-based ideas in education to better the learning experiences of their students. Its mission also includes conducting educational research of their own and mentoring pre-service teachers, making it a wholesome environment to learn from as a student teacher.
Although Edith Bowen is constructivist in nature, they are purposeful in their explicit instruction. The school’s Response to Intervention programs in mathematics and English Language Arts, where all students receive thirty minutes of explicit instruction in each subject area, are considered two of the most important times of the day. Students discover and conduct much of their own learning throughout the rest of the day, but RtI allows for the intensive, small-group instruction that students need. This program has proven to work quite well for the school.

Edith Bowen also boasts strong parent involvement with an active Parent-Teacher Association that aids in planning many of the school gatherings and activities, including the assistance of room parents within each classroom. The school appears to be well unified and it is encouraging to see the effort that goes into creating the best learning environment for all students.

As for Edith Bowen’s physical environment, the building is made up of two floors. The main floor hosts the cafeteria, gymnasium, main office, and the early childhood and humanities classrooms. The second floor is made up of intermediate grade level classrooms, special education rooms, the school library, and additional humanities classrooms. All students have an assigned locker to keep their possessions in.

Learning environment: The attendance at Edith Bowen is fairly good and I have not recognized any major attendance issues within my classroom. Aside from the school-wide Positive Behavioral Intervention and Supports which were mentioned above, there are a few management systems in place in my classroom. First and foremost, a stoplight card system is used (green for good behavior, yellow for satisfactory behavior, and red for poor behavior.) When a student is asked to pull a card, which is not often, they take one of their green, yellow, or red tickets and place it in the corresponding classroom norm slot that they are struggling to follow. A student usually only pulls a card after one to two warnings have been given, and if they are asked to do so a discussion happens in the moment or at the end of the day with the classroom teacher regarding what happened and how they can change their behavior to be more successful in the future. In addition, my mentor teacher also has a “dot system” in place. Each student has a sheet of paper taped to their desk with the outline of a pencil drawn on it. Inside the pencil are approximately 50 dots. Each time a student is caught following the classroom norms or demonstrating another form of positive behavior, they are told to fill in a dot. The goal is to fill in the dot sheet entirely, and they can be turned in for special arrangements or small prizes on Friday of each week. Finally, the student desks are arranged in a manner that students are sitting next to those whom they have proven to be more successful around. This is another strong classroom management technique that helps the students to stay on task simply by being at a table environment that works well for them.

My teacher and I have excellent rapport with each student in the classroom, and I believe this is a big reason behind why the students are successfully engaged. There are multiple call-and-response lines that are unique in nature and the
students enjoy participating in with the teacher. This camaraderie is a great indicator as to why the students are so engaged when necessary, as is evident in their academic work, and know where their eyes and ears should be when the teacher is talking. Because these expectations are so well practiced and enforced, the students have a more effective and safe learning experience overall.

- **Subject matter of lessons:** Social Studies integrated with English Language Arts

- **Total number of students:** 27 students

- **Students with special needs and a short explanation of the needs:** The following students are monitored in different areas on Individual Education Plans: Harry, Hailey, and Sarah. These three students receive accommodations as needed, including extra time on school work, verbal instructions paired with written instructions, and adaptations to assignments when deemed necessary. These students also work closely with the special education team at varying times throughout the school day.

- **Students who receive speech/language services:** The following students regularly see the school speech-language pathologist for guidance: Eric, Ben, Sarah, Morgan, and Hailey. These students spend approximately thirty minutes per week working on their speech and language skills.

- **English language learners:** While there are three students in the classroom who are exposed to the Spanish language at home on a regular basis, they speak English fluently and do not require English language learner services. All 27 students attend Spanish biweekly as one of their Humanities courses.

- **Gifted and talented:** Not applicable.

- **Other (e.g., 504 plans--please specify):** Not applicable.

- **Students’ prior knowledge for these lessons:** These students have previously completed two art projects surrounding the idea behind community, although neither were related to SS.3.1. The first was a drawing, where groups of students were given a learning target that encouraged them to recognize the similarities and differences of local communities versus communities in other countries. The second task asked students to draw a map of their community, which would undoubtedly be different than the community their neighbor called their own. The purpose behind this lesson was to help students recognize that everyone has a different idea behind what a community is to them. In addition, students briefly touched on the differences between adaptations and modifications in a community on our Stories and Snowshoes field experience.

While students have also encountered community-centered standards in each of their previous grades (i.e. in Kindergarten, students compare and contrast both individuals and families; in first-grade, schools, neighborhoods, and people within these roles are
identified; and in second-grade, a greater cultural emphasis is placed on the similarities and differences between community members), most students entered these lessons without a great amount of prior knowledge on the specific responsibilities of community members.

- **Students’ background and interest for these lessons:** Students expressed a general interest in community members, but this is common for their developmental age and the process of considering careers they would like to hold as they grow up. Overall, most students expressed attentiveness as this unit was introduced, founded on the prior knowledge of our local community and its organization. Yet students also felt as though we were diving deeper into a somewhat familiar topic, and this drew out the curiosity within them. My awareness of the student’s current levels of understanding and interest allowed me to taper the lessons where needed to increase interest or help build upon background knowledge.

- **How did your knowledge of these students and assessment of their prior knowledge inform your lesson planning?**
  
  I planned this lesson knowing that all students had a general understanding of the roles of each community member, this was basic information they had acquired over the years. As a result, I knew I had to include resources and activities (such as the Newsela articles and student skits) that would deepen their level of understanding of a topic they were already somewhat familiar with. I also began this unit on community members with a brief questionnaire that allowed me to gain an understanding of how the students defined a community and their prior knowledge regarding the rights and responsibilities of community members. This diagnostic assessment helped me to structure my instruction in specific ways. Finally, I used backward lesson design to plan this unit. I knew I wanted the students to end with an opinion piece of their community member as my summative assessment and I also knew the two main objectives I wanted the students to accomplish: 1) an analysis of the responsibilities of community members and, 2) recognizing why these responsibilities are imperative for a functioning community.

**Focus Students:**

**Description of Student 1 – Bradley**

Bradley is a very consistent student in the classroom, which is one of the reasons why I have chosen to analyze his learning further. He is successful and on grade-level in all academic areas, but also displays the necessary social skills that are encouraged at this developmental stage. Bradley can be quiet at times, but is a good friend and influence on those around him. He has a consistent friend group he spends time with at recess and they enjoy playing sports. Bradley also enjoys reading and can be found doing this as a fast-finisher of his work. This student comes from a supportive and helpful family with good parents that demonstrate support for his education and consistently attend parent-teacher conferences. Bradley is reliable in the classroom and during our classroom discussions. He is always willing to contribute to class discussions and shares good thoughts and perspectives with his peers. This is helpful as a student teacher for I know I can count on him to share his opinions and actively listen and participate.

**Description of Student 2 – Morgan**
Morgan is my second focus student whom I have chosen to discuss in this unit. Morgan enjoys reading and is particularly interested in science-related books about animals. She enjoys drawing and sharing her artistic side. This student is also fairly quiet in nature, but demonstrates the ability to make friends and has peers she spends time at recess with. Morgan comes from a family environment that provides less support at home, which may be one of the underlying reasons as to why she requires much more support. Morgan is an incredibly hard-working student, but often finds herself getting behind on school work for she loses focus or simply works at a slower pace than her peers. She consistently applies herself in the classroom but is not on grade-level in reading or mathematics. I would not consider her to be severely behind, but she does benefit from intensive, small-group instruction when possible, such as the time she works with the speech-language pathologist or in her RtI groups. Morgan will be receptive to the information presented and is also willing to contribute ideas to class discussions, but will simultaneously require consistent monitoring and prompting throughout this community unit. I will have to provide time reminders and exercise proximity control to help Morgan be successful in her learning. My instructions may also need to be broken down into individual steps so as to help Morgan not become overwhelmed with the task as a whole.

Lesson Plans (4):
Our Community: Day 1

Unit Theme: Rights and Responsibilities of Community Members

Subject Area(s): Social Studies with a Language Arts integration

Title of Lesson: What do we know about a community?

Time Frame: 4 days (lesson takes place for approximately 30-45 minutes per day)

Grade Level: 3rd grade

Rationale for Method: This lesson is centered around two forms of instructional methods, direct instruction and explicit instruction. I begin this lesson with direct instruction on how to accomplish the community questionnaire I designed, but I will specifically withhold any additional knowledge or information on the topic at hand because I wanted to activate and learn their prior knowledge of communities and community members before beginning our unit. After students complete their questionnaire, I will guide them, using explicit instruction, in our class discussion. I will pose the initial prompt of the lesson, asking students to learn more about what a contributing member of the community does, prior to contributing the first community member (I do.) After doing so, I will enact the We do portion of the lesson by asking students to contribute their community members to our list. After finalizing our map of ideas and engaging in a brief discussion about them, the students will engage in the I do section of our lesson, where they will personally write down and reflect on the community members they would like to personify.

Core Standard(s):
Social Studies standard
- SS.3.1: Students will describe the rights and responsibilities inherent in being a contributing member of a community.
  - B. List the responsibilities community members have to one another.
  - C. Identify why these responsibilities are important for a functioning community (e.g. voting, jury duty, taxpaying, obedience to laws).

English Language Arts standard
- L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Content Objectives:
- The students will be able to demonstrate their current understanding of community members.
- Given a questionnaire on the rights and responsibilities of a community, the learners will communicate their present knowledge of a functioning community by responding to all six questions.
Language Objectives:
- The students will be able to apply the conventions of standard English in their written response.
- Given their understanding of the rules of capitalization, punctuation, and spelling, the students will apply the conventions of standard English in their questionnaire response.

Resources Needed for teacher and learner:
- Community questionnaires – six questions printed on a standard piece of paper for individual student response
- Whiteboard and whiteboard markers for class discussion
- Writing materials for students (pencils)
- Blank paper for making community member choice

Academic Language:
- Language skill: The language skills needed in this lesson is the ability to identify and describe ideas surrounding the functions of a community in order to activate prior knowledge.
- Discipline-specific vocabulary: Students should be familiar with the following Social Studies terms: rights, responsibilities, functioning community. Students should also be familiar with the following Language Arts terms: complete sentence, capital letter, punctuation mark. It should also be noted that while students should have a good understanding of the above Language Arts terms, the Social Studies disciplinary terms will be incorporated throughout class discussions and as a result, it is acceptable if students do not demonstrate a complete understanding at this point in time because they will be taught them in context as the Our Community unit continues.

Technology Integration: Technology will not be integrated on this specific lesson.

Day 1 Procedures:
1. With students seated in close proximity on the rug, introduce the new unit we will be beginning in Social Studies, titled Our Community. Explain to students that we will be spending five days on this unit, but before we begin it is important to show what we already know about our community.

2. In order to do so, each student will respond to a six-question questionnaire that will allow them to write down their knowledge of different aspects of a community. Remind students that it is important to show what they know about a community, not what their neighbor knows, and as a result they are asked to complete this assignment individually.

3. Also remind students of the importance of using complete sentences as we write. This includes capital letters and punctuation marks where needed as well as spelling words to the best of your knowledge.

4. Utilize the class job chart and ask the two “paper passers” to distribute the questionnaires to student desks. After ensuring that the students have no additional questions, provide fifteen minutes for students to entirely complete their community questionnaires. For those students that
finish early, organize them into small-groups to discuss their questionnaire responses. This will encourage deeper thinking on the topic of community members.

5. After fifteen minutes have passed and sufficient time has been given for students to respond to all six questions, invite remaining students to join you on the rug. Write the following learning target on the board. “I can learn more about what a contributing member of the community does.” Ask the students to read it aloud and dissect it (place a particular emphasis on the word contributing member.) Engage in the Think-Pair-Share activity: Ask students to think about this learning target for a minute quietly to themselves, after which they can turn to a neighbor and share their thoughts for another minute. Once all students have received an opportunity to share with a partner, they will be asked to share some of their thoughts for the class to discuss. The teacher will notate student ideas on the board in the form of a circle map (this form of organizer places the learning target or main idea in the center of a square with the shared ideas surrounding the target written around it.)

6. After brainstorming some ideas as a class, explain that we are going to continue to learn more about the members of our community and the roles they serve. Over the next day we will explore the different people that make up our community through a series of stations on each community member, and on Thursday, we are going to come to school dressed and/or prepared as the community member we have been assigned. This way we can truly become a part of the community and experience their responsibilities. We are going to begin making those assignments now.

7. Ask students to return to their desks and have “paper passers” give all students a blank sheet of paper. Ask students to number their paper one through three. Utilizing the composite list of community members on the white board (and any additional positions that should be added by the instructor that are important for a functioning community), students will write down the top three community members they would like to come as on Thursday. Give students approximately three minutes to do so.

8. After all students have written down their individual community member choices, collect student papers and explain that you are going to do your very best to ensure that all students get to be one of the people on their list and students will be assigned their community member the following day.

9. Thank students for participating in this introductory lesson on a functioning community and share your excitement for the coming days as students begin to develop a greater understanding of the responsibilities of not only their assigned community member, but all community members.

Accommodations
- I plan to accommodate those students on Individual Education Plans (Harry, Hailey, and Sarah) as well as my focus student Morgan by being very clear and explicit in my directions as I deliver them in multiple ways. The students will first hear the directions given verbally, but additional information may be written on the board for them to reference as needed. I will also exercise proximity control with these students to
effectively simplify the task as needed (i.e. responding to fewer questions) based on the amount of questions they complete in the set aside time (fifteen minutes.)

- In order to ensure that those students who are less apt to share have an opportunity to participate and learn from our conversations, I will provide opportunities for all students to share their thoughts by not only responding to or calling on the raised hands to share. I will follow such thoughts with specific praise to help encourage similar behavior in the future.

- By having students participate in the Think-Pair-Share and fast-finisher activities, I am encouraging varying student ability levels to work with and benefit from discussion with one another. This form of peer support helps students of all levels to walk away from the conversation with something positive. Nevertheless, these activities also allow students to practice their social interaction skills, which are essential at this age.

- As mentioned above, for those students that finish their Student Questionnaires in a quick manner, I will promote a deeper learning experience by grouping these students together on the rug as I ask them to discuss and reflect on their questionnaire responses. This way the students continue to be productive, yet are accommodated in how their time is spent. On the other hand, for student(s) that express a need for additional time on their questionnaires, I will encourage them to join us on the rug in order to be present for the whole class discussion, but will find time later in the day for the student(s) to complete their questionnaire completely.

- Finally, I will also use the formative assessment strategy of thumbs-up or thumbs-down to both gauge student understanding of discussion material as well as identify those students in need of additional help on their work or thoughts.

Assessment

**Formative Assessment:**

The first formative assessment conducted today, the student questionnaires, was merely diagnostic. These written responses allow me to evaluate the previous knowledge of students in terms of their understanding of the rights and responsibilities of community members. I will use this information to guide my lessons and exercises that will be completed in the days to come. This form of assessment also acts as a baseline to chart the growth of students in this unit surrounding their ideas of a community. I would expect them to be able to answer more of these questions in a wholesome manner at the close of the unit. In addition to the questionnaires, the students in my classroom are also very familiar with the formative assessment of thumbs-up or thumbs-down. We use this regularly to determine individual and whole-class understanding and I plan to use it throughout our class discussion of the learning target. This allows me, as the instructor, to ensure that students are meeting the intended objective. I expect to observe a variety of up, down, and medium thumbs, yet if it is clear that multiple students express misunderstanding or confusion based on their down thumbs, I will evaluate the necessity of a mini lesson or re-teaching of a concept. Finally, I also keep a record of anecdotal notes and will take note of any students who appear to express consistent confusion or inability to meet the learning target.

The summative assessment will be given at the end of this unit, on Friday, February 2nd and
Monday, February 5th, 2018 (days four and five.) Students will respond to the following writing prompt:

Explain which community member (must be one of the eight we learned about) you think is the most important part of a functioning community. Your response should include a topic sentence, at least three reasons that support your opinion, and an illustration.

Additional requirements include: Students should write the following in chronological order: 1) graphic organizer, 2) rough draft, and 3) final draft. Final drafts will be organized into a class book about the functions of community members for students to continue to reference in the class library. This evidence of student learning will allow me to discern whether or not students first, developed a greater understanding of our learning target, “I can learn more about what a contributing member of the community does” and second, met the Social Studies standard. As students express their opinions on their community member in their writing, they will have demonstrated that they not only learned more about the community members as a whole in our Day 2 activity, but they are adept enough in their understanding of each member that they can write an opinion piece of one of them. Students will also document their achievement of the English Language Arts objectives by demonstrating the conventions of standard English in their writing. This summative assessment is specific in its prompt, but also broad enough that it appeals to the individual writing styles of students to allow all students to show what they have learned. In addition, students will reflect upon their learning throughout our thumbs-up and thumbs-down formative assessment mentioned above, but they also receive the opportunity for this in the writing process as they go through multiple checkpoints of revising their work.

Attached below is a rubric developed to assess the understanding of students on this summative assessment opinion writing piece. If students receive above a 3 in each of the targeted areas, they have demonstrated proficiency in their understanding of our Social Studies and English standards.

<table>
<thead>
<tr>
<th>Description of Requirement</th>
<th>0</th>
<th>1 Beginning</th>
<th>2 Developing</th>
<th>3 Accomplished</th>
<th>4 Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>-CONVENTIONS-ELA Standard L.3.2:</td>
<td>Not at all – no assignment was submitted.</td>
<td>Response shows little usage of capital letters, punctuation, and proper spelling.</td>
<td>Response shows some usage of capital letters, punctuation, and proper spelling, but still contains important convention errors.</td>
<td>Response shows good usage of capital letters, punctuation, and proper spelling with only minor errors present.</td>
<td>Response shows great usage of capital letters, punctuation, and proper spelling with no errors present. Conventions build complex sentence structure.</td>
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<tr>
<td>Response shows usage and understanding of capital letters, punctuation, and proper spelling.</td>
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</tr>
<tr>
<td>-THEMATIC STRUCTURE 1-ELA Standard W.3.1:</td>
<td>Not at all – no assignment was submitted.</td>
<td>Response lacks an opinion on the student’s community member.</td>
<td>Response has an emerging opinion on the student’s community member, but</td>
<td>Response has a well thought out opinion on the student’s community member.</td>
<td>Response has a specific and reasonable opinion on the student’s community</td>
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<tr>
<td>Response includes an opinion on one’s</td>
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<tr>
<td>Assigned community member and answers the prompt – Why is your community member the most important part of a functioning community?</td>
<td>Response shows little connection to the prompt and an inconsistency with subject matter.</td>
<td>It could be developed further.</td>
<td>Response shows some connection to prompt, but it could demonstrate a deeper connection.</td>
<td>Response answers the prompt, but the opinion and/or the prompt response could use better detail.</td>
<td>Member.</td>
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<tr>
<td><strong>SENTENCE STRUCTURE</strong> - ELA Standard W.3.1: Opinion is supported by at least 3 reasons using correct syntax and grammar.</td>
<td>Not at all – no assignment was submitted.</td>
<td>Response only provides 1 reason and/or run-on sentences or sentences that lack a clear idea.</td>
<td>Response only provides 2 reasons and/or sentences that are mostly correct, but ideas could be developed further.</td>
<td>Response provides 3 or more reasons and are supported by well-developed sentences and ideas.</td>
<td>Response provides 3 or more reasons, well-developed ideas, and multiple sentence types are utilized.</td>
</tr>
<tr>
<td><strong>THEMATIC STRUCTURE 2</strong> - Response includes an illustration related to the prompt.</td>
<td>Not at all – no assignment was submitted.</td>
<td>Response does not include an illustration.</td>
<td>Response includes an illustration, but it is not complete (i.e. not colored, some elements missing, etc.)</td>
<td>Response includes an illustration, but it is evident the student could have put forth more effort.</td>
<td>Response includes an illustration and the student’s hard work is evident.</td>
</tr>
<tr>
<td><strong>ORGANIZATION</strong> - Response includes all 3 parts of the assignment: 1) Graphic Organizer 2) Rough Draft 3) Final Draft</td>
<td>Not at all – no assignment was submitted.</td>
<td>Response is missing two or more parts of the assignment.</td>
<td>Response is missing one part of the assignment.</td>
<td>Response includes all 3 parts of the assignment, but they lack completeness.</td>
<td>Response includes all 3 parts of the assignment. All parts are well designed and demonstrate good effort.</td>
</tr>
</tbody>
</table>
Our Community Student Questionnaires

1. What is a community?

2. What are the needs of a community?

3. When you think of a community, list the community members that come to mind.

4. What are the rights of community members?

5. What are the responsibilities of community members?

6. Why is it important to have a functioning community?
Our Community: Day 2

Unit Theme: Rights and Responsibilities of Community Members

Subject Area(s): Social Studies with a Language Arts integration

Title of Lesson: Community Member Profiles

Time Frame: 4 days (lesson takes place for approximately 35-50 minutes per day)

Grade Level: 3rd grade

Rationale for Method: This lesson merges the methods of discovery learning, explicit instruction, and direct instruction. Explicit instruction begins this lesson as we explore the learning targets via the I do, We do, and You do methods. Direct instruction is used to give directions and guidance to students on how the station activity worked, including how to use their journals, transition, understand their groups, etc. Coupled with formative assessment and questions to check student understanding, direct instruction will be the most effective way for these students to have a firm understanding of what they are being tasked with in today’s lesson. Finally, the stations and debriefing are a form of discovery learning, where students are presented with the information in each article, but it is ultimately up to them in how they choose to receive and use this information in their summaries, questions, and illustrations. They are “discovering” more about each community member by drawing on their prior knowledge of the community member and trying to add to it.

Core Standard(s):

Social Studies standard
  • SS.3.1: Students will describe the rights and responsibilities inherent in being a contributing member of a community.
    B. List the responsibilities community members have to one another.
    C. Identify why these responsibilities are important for a functioning community (e.g. voting, jury duty, taxpaying, obedience to laws).

English Language Arts standard
  • L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  • L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  • RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Content Objectives:
  • The students will be able to examine the responsibilities of community members in greater detail.
- Given a Newsela or alternate source article on each community member and a Citizen Journal, the learners will analyze the responsibilities of community members by summarizing, questioning, or illustrating the information they have learned.
- Using the notes taken in their Citizen Journals, the learners will correctly share their knowledge of each community member in a class discussion.

**Language Objectives:**
- The students will be able to apply the conventions of standard English in their written response.
- Given their understanding of the rules of capitalization, punctuation, and spelling the students will apply the conventions of standard English as they write in their Citizen Journals.

**Resources Needed for teacher and learner:**
- Student Citizen Journals (27 copies)
- Whiteboard and whiteboard markers for class discussion
- Writing materials for students (pencils)
- 7 Newsela articles and 1 alternate source article on each community member (8 printed articles)
- Community member stations (pull student desks aside for each station)
- Timer to help pace station intervals
- Bell to ring for transitions

**Academic Language:**
- Language skill: The language skills needed in this lesson is the ability to analyze news articles, synthesize article information to include in Citizen Journals, and summarizing, questioning, and illustrating information about each article in student Citizen Journals. Students will also need to articulate the ideas written in their Citizen Journals in a class discussion.
- Discipline-specific vocabulary: Students should be familiar with the following Social Studies terms: rights, responsibilities, functioning community. Students should also be familiar with the following Language Arts terms: complete sentence, capital letter, punctuation mark. It should also be noted that while students should have a good understanding of the above Language Arts terms, the Social Studies disciplinary terms will be incorporated throughout class discussions and in the article readings and as a result, it is acceptable if students do not demonstrate a complete understanding at this point in time because they will be taught them in context as the Our Community unit continues.

**Technology Integration** (if applicable): Technology will be utilized to access the *Newsela and alternate source articles and adjust the Lexile levels that students are analyzing at each community member station, although hard copies will be printed for the students to have easier access.

**Day 2 Procedures:**
1. Begin with students seated on the rug. Take students back to the Day 1 lesson, briefly reviewing the circle map of community members that is tied to our learning target, “I can learn more about what a contributing member of the community does.”

2. Explain to students that we are going to be adding two new learning targets to our lesson today (in addition to our first learning target): 1) I can examine the responsibilities of contributing community members, and 2) I can share my knowledge of each community member during a class discussion. Read each learning target as the teacher (I do), have students read it with you for a second time (We do), and finally, ask students to share with their neighbor what each learning target is asking them to accomplish (You do.) Once it is evident that all students have a clear understanding of their objectives, introduce the discovery learning activity for the day.

3. Share with students that we are going to conduct an investigation of eight different community members in stations. We will have 5 minutes at each station and we need to do our best to learn as much as we can about them. Introduce the eight community member stations that have been organized throughout the room. Explain that each station is equipped with one news article that contains interesting information on one of the eight community members. After ensuring that students are understanding all directions thus far by conducting a brief thumbs-up or thumbs-down formative assessment, continue on.

4. At this point, a student may ask how they will be rotating from station to station (although this class is familiar with this set-up from past activities and I do not anticipate too much confusion), use this to lead into the next discussion on student groups. Pull back the whiteboard to reveal the eight student groups (one group per station) – they have been organized according to the lists the students made at the end of the Day 1 lesson on community members they would like to be on Day 3. For example, three students who listed a Police Officer as one of the community members they would like to embody are going to be a group, and the next group of three students are those that wished to be Firefighters, etc. Each group has between three and four students, so as to ensure that the students are able to stay on task throughout the stations. I also strategically organized these groups in a manner that groups of students will eventually be able to report on their assigned community member (i.e. the Police Officers group will discuss the responsibilities and importance of Police Officers in our community).

   Stations:
   1. Police Officer
   2. Firefighter
   3. Doctors and nurses
   4. Mail carrier
   5. Mayor
   6. Veterinarian
   7. Chef
   8. Teacher

5. After ensuring that students are clear on 1) the different stations, and 2) their groups, review the final piece of the activity, the student Citizen Journals. Preview the journal with the students and explain how to use it: There are eight pages in the journal, each page labeled at the top with the community member station the group is at (i.e. Station 1: Police Officer.) Once students
recognize this, explain that in order to help students get the most out of this activity, there are
three different roles throughout this journal, the summarizer, the questioner, and the illustrator.
Ask students to help you define each of these roles, what are they asking them to do? Conduct a
brief roleplay using the Police Officer station as an example, showcasing what the students may
write for a summary, some questions, or an illustration. Also note that there is a description of
each job at the top in case students become confused. Because most students are in groups of
three students each, when the group reaches their station, each student will hold a different job
that will allow them to examine their community member in a unique way. In other words, there
will be a summarizer, a questioner, and an illustrator at all times. For those groups that have four
students, two of them will hold the same job at the same time.

6. Before dismissing students to first, meet with their groups, second, retrieve their Citizen
Journal and their pencil, and third, find their first station, review the class norms. Ask students
what level our voices should be at (a one). Next, explain that the dinging of the bell will indicate
that time is up, and students are to quickly finish up their thoughts before moving on to the next
station. Third, ask students to roleplay how we should transition from station to station, ensuring
that safety and learning are on their minds.

7. Begin the activity: Monitor students as they spend five minutes at each station and ensure that
each member of the group is completing their role in the manner we would expect a third-grader
to. For those students that appear to struggle with what to write, ask prompting questions that
encourage them to think a bit deeper about the topic at hand. Ring the bell when it is time to
rotate, until all eight groups have made it through all eight stations.

8. At this point in the lesson, ask students to join you on the rug again with their journals for a
quick debriefing of the activity. Draw a Know and Learned T-chart on the board. Ask students
to share 1) what they already knew about each community member, and 2) something new the
news article taught them about that community member. Ensure that all students are given the
opportunity to participate and remain engaged in the activity by asking follow-up questions when
helpful, such as: Are these responsibilities important for a functioning community? Why or why
not?

9. Thank students for being such good community members and students as they were willing to
learn more about important people within our community and the parts they play in helping our
community to function. Ask students if they have any additional questions that were not
answered in the available stations, especially questions they may have about the community
member they are coming prepared as on Day 3. If not, students are dismissed back to their desks
and the lesson is over for the day.

Accommodations
- I plan to accommodate those students on Individual Education Plans (Harry, Hailey, and
  Sarah) as well as my focus student Morgan by being very clear and explicit in my
directions as I deliver them in multiple ways. The students will first hear the directions
given verbally, but additional information may be written on the board for them to
reference as needed. I will also exercise proximity control with these students as they
work in groups and transition from station to station to effectively simplify the Citizen Journal tasks as needed (i.e. writing a briefer summary, only writing 1-2 questions.)

- As I organized student groups according to community member interest, I tried to place students of varying ability levels in each group. As a result, those students that require more support are able to turn to their higher achieving peers and receive the additional motivation or push they are seeking.

- For those students that express the need for more time to complete their Citizen Journals, I will try to plan for approximately five minutes at the end of the stations activity for students to effectively finish up their summaries, questions, or illustrations.

- In order to ensure that those students who are less apt to share have an opportunity to participate and learn from our conversations, I will provide opportunities for all students to share their thoughts by not only responding to or calling on the raised hands. I will follow such thoughts with specific praise to help encourage similar behavior in the future.

- For those students or groups who complete their Citizen Journal task (summarizing, questioning, or illustrating) before the five minutes are up and the bell has been rung, I will encourage them to think more deeply about the community member they are analyzing by having a mini-group discussion about what they learned prior to rotating. I may pose upper-level prompts to encourage them to delve deeper, such as: Imagine a community without [firefighters.] Describe what that community would look or feel like. I encourage these conversations among fast-finishers because they also allow students to practice their social interaction skills, which are essential at this age.

- Finally, I will also use the formative assessment strategy of thumbs-up or thumbs-down to both gauge student understanding of directions and discussion material as well as identify those students in need of additional help on their work or thoughts.

Assessment

Formative Assessment:
A few different aspects of this lesson can be used as a formative assessment. First, the summaries, questions, and illustrations in the student’s Citizen Journals are a helpful indicator of how much the students learned about each of the community members during our station activity. I can provide students feedback on their journals (i.e. if they are incomplete, missing responses, etc.) and find ways to improve the lesson for next time. I am able to use these responses as a way to evaluate the level of understanding of the responsibilities of community members, in line with the content objective. Their journal responses also allow me to judge how well they are using the conventions they have been taught to use, and thus how well they are meeting the language objectives. The second formative assessment utilized in this lesson plan is the debrief that takes place at the end of the lesson, where students share what they know versus what they learned in the activity. This allows me to differentiate how helpful the activity was in furthering student knowledge of community members and to also identify any gaps that are present and may need to be reinforced in a mini lesson. Finally, I also try to use our class formative assessment strategy of thumbs-up or thumbs-down regularly as a way to check-in with my teaching methods and evaluate how well students are either understanding directions or learning new material.

Summative Assessment:
The summative assessment and Day 4 will be given at the end of this unit, on Monday, February 2nd, 2018. Students will respond to the following writing prompt:

   Explain which community member (must be one of the eight we learned about) you think is the most important part of a functioning community. Your response should include a topic sentence, at least three reasons that support your opinion, and an illustration.

Additional requirements include: Students should write the following in chronological order: 1) graphic organizer, 2) rough draft, and 3) final draft. Final drafts will be organized into a class book about the functions of community members for students to continue to reference in the class library. This evidence of student learning will allow me to discern whether or not students first, developed a greater understanding of our learning target, “I can learn more about what a contributing member of the community does” and met the Social Studies standard. As students express their opinions on their community member in their writing, they will have demonstrated that they not only learned more about the community members as a whole in our Day 2 activity, but they are adept enough in their understanding of each member that they can write an opinion piece on one of them. Students will also document their achievement of the English Language Arts objectives by demonstrating the conventions of standard English in their writing. This summative assessment is specific in its prompt, but also broad enough that it appeals to the individual writing styles of students to allow all students to show what they have learned. In addition, students will reflect upon their learning throughout our thumbs-up and thumbs-down formative assessment mentioned above, but they also receive the opportunity for this in the writing process as they go through multiple checkpoints of revising their work.

Attached below is a rubric developed to assess the understanding of students on this summative assessment opinion writing piece. If students receive above a 3 in each of the targeted areas, they have demonstrated proficiency in their understanding of our Social Studies and English standards.

*Links to news articles used in lesson plan:*

Station 1: Police Officer: https://newsela.com/read/career-Police-Detectives/id/32556

Station 2: Firefighter: https://newsela.com/read/southern-california-wildfires/id/38611

Station 3: Doctor/Nurse: https://newsela.com/read/career-registered-nurse/id/32516

Station 4: Mail Carrier: https://www.thebalance.com/essential-job-facts-about-mail-carriers-1669690

Station 5: Mayor: https://newsela.com/read/elem-govt-local-power/id/29765

Station 6: Veterinarian: https://newsela.com/read/vets-allergies/id/15717

Station 7: Chef: https://newsela.com/read/career-Chefs-Head-Cooks/id/32562

Station 8: Teacher: https://newsela.com/read/dream-job-primary-school-teacher/id/22587
My Citizen Journal

I can learn more about what a contributing member of the community does.
Station 1: Police Officer

Summarizer

Your job is to prepare a brief summary of today’s reading. Be sure to include the main idea from the article.
Station 2: Fire Fighter

Summarizer
Your job is to prepare a brief summary of today’s reading. Be sure to include the main idea from the article.
Station 3: Doctor/Nurse

Summarizer

Your job is to prepare a brief summary of today's reading. Be sure to include the main idea from the article.
Station 4: Mail Carrier

Summarizer

Your job is to prepare a brief summary of today’s reading. Be sure to include the main idea from the article.
Station 5: Mayor

**Summarizer**

Your job is to prepare a brief summary of today’s reading. Be sure to include the main idea from the article.
Station 6: Veterinarian

Summarizer

Your job is to prepare a brief summary of today’s reading. Be sure to include the main idea from the article.
Station 7: Chef

Summarizer
Your job is to prepare a brief summary of today’s reading. Be sure to include the main idea from the article.
Station 8: Teacher

Summarizer

Your job is to prepare a brief summary of today’s reading. Be sure to include the main idea from the article.
Students working in their station groups:
Our Community: Day 3

Unit Theme: Rights and Responsibilities of Community Members

Subject Area(s): Social Studies with a Language Arts integration

Title of Lesson: Community Members in the Eyes of Students: Skits

Time Frame: 4 days (lesson takes place for approximately 35-50 minutes per day)

Grade Level: 3rd grade

Rationale for Method: The method of instruction used here was that of roleplaying the scenarios that different community members may encounter as well as demonstrating the responsibilities that they hold. I elected to use this method of instruction and had each group of community members (i.e. Police Officers, Firefighters, Doctors/Nurses, etc.) perform a skit. By having the students physically act out the Social Studies objectives, to 1) understand the responsibilities of community members, and 2) identify why they are important for a functioning community, the students gained a realistic understanding of the true roles of community members, which was the goal of this unit.

Core Standard(s):
Social Studies standard
- SS.3.1: Students will describe the rights and responsibilities inherent in being a contributing member of a community.
  - B. List the responsibilities community members have to one another.
  - C. Identify why these responsibilities are important for a functioning community (e.g. voting, jury duty, taxpaying, obedience to laws).

English Language Arts standard
- L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Content Objectives:
- The students will be able to create a skit on their community member to show understanding of functions and responsibilities.
- Using their Citizen Journals and prior knowledge of community members, the learners will design and perform a skit that addresses the following two points: 1) the responsibilities of their group’s community member, and 2) why their community member is important for a functioning community.
- Given a task, the learners will demonstrate their ability to work responsibly with a group on content objectives.

Language Objectives:
• The students will be able to apply the conventions of standard English in their oral performance.
• Given their understanding of the rules of English grammar and its proper usage, the students will apply such conventions while speaking their skits.

**Resources Needed for teacher and learner:**
• Student Citizen Journals with information on each community member
• Whiteboard and whiteboard markers for class discussion
• Props for student skits (i.e. pencils, desks, etc.)
• Timer for skit preparation
• Bell to signal the end of skit preparation

**Academic Language:**
• Language skill: The language skill needed in this lesson is the ability to communicate an understanding of the responsibilities and value of a community member in the form of a skit.
• Discipline-specific vocabulary: Students should be familiar with the following Social Studies terms: rights, responsibilities, functioning community. Students should also be familiar with the following Language Arts terms: proper grammar and complete sentences. At this point in the unit, students have gained a good understanding of the Social Studies and Language Arts discipline-specific vocabulary terms and understand what is asked of them when these words are used.

**Technology Integration** (if applicable): Technology was not integrated in this lesson.

**Day 3 Procedures:**
1. Students have come to school as their community member (i.e. dressed up in the attire of their community member, carrying props to support their identity, etc.). Gather students on the rug and thank them for coming prepared as their community member in order to learn even more about the responsibilities and importance they hold within the community.

2. Review the class discussion from Day 2, where students debriefed on what they already knew and what they learned from the articles on the community members. Write and review the following learning targets on the board for students to draw from:
   - Learning Targets: 1) “I can share my understanding of community members by preparing and performing a skit.”
   - 2) “I can answer the following questions in my skit: a) what are the responsibilities of the community member? and b) why is my community member important?”
   - 3) I can work responsibly with a group.

After reading the above learning targets aloud, having the students read them aloud, and having students break down each learning target to check for complete understanding (this includes posing questions such as, how would you define responsibly? What does that look like?), explain that students will be given 15-20 minutes with their group to prepare a skit that is in line with those three learning targets. Briefly review the volume level of the classroom at this time (level one), and what you are looking for in the skits (i.e. Should the skits be only silly? Do they need
to be serious enough to address our learning targets?) Explain that while this activity is fun, it is also important that we walk away from this exercise having learned about the seven other community members around us.

3. Dismiss students to work with their groups. Monitor all groups for the quality of their skit and the material the students are electing to include, making sure that it is school appropriate and responds to the learning targets. Give students between 15 and 20 minutes to fully prepare for their skits. After this time has passed, ring the bell and ask all students to return to the rug for our performances.

4. Review our classroom norm of respect prior to beginning group performances, all groups deserve to have the audience’s full attention at all times. Call each group up one at a time, giving approximately two minutes for each performance. Ensure that each group is answering the learning target in their skit, “I can answer the following questions in my skit: a) what are the responsibilities of the community member? and b) why is my community member important?” If students do not answer one or both of these questions, pose them at the close in order to help the group and audience members effectively meet their objectives.

5. After all groups have performed, thank them for all of the time and energy they put into teaching us more about their community members. Ask three class members to share something new they learned from the skits, and close the lesson.

Accommodations

- I plan to accommodate those students on Individual Education Plans (Harry, Hailey, and Sarah) as well as my focus student Morgan by being very clear and explicit in my directions as I deliver them in multiple ways. The students will first hear the directions given verbally, but additional information may be written on the board for them to reference as needed. I will also exercise proximity control with these students as they work in groups and plan their skit, checking in to make sure the directions are clear.
- As I organized student groups according to community member interest, I tried to place students of varying ability levels in each group. As a result, those students that require more support are able to turn to their higher achieving peers and receive the additional motivation or push they are seeking.
- In order to ensure that those students who are less apt to share have an opportunity to participate and learn from our conversations, I will provide opportunities for all students to share their thoughts by not only responding to or calling on the raised hands. I will follow such thoughts with specific praise to help encourage similar behavior in the future.
- For those groups who plan their skit prior to the allotted time of 15 to 20 minutes, I will sit with them and ask them to have a discussion with me about their community member. What have they learned in all these lessons? What questions do they still have? Is this a community member they would consider being for a career in the future?
- Finally, I will also use the formative assessment strategy of thumbs-up or thumbs-down to both gauge student understanding of directions and discussion material as well as identify those students in need of additional help on their work or thoughts.

Assessment
Formative Assessment:
Similar to days one and two, I will continue to use the thumbs-up and thumbs-down strategy regularly throughout the lesson on both an individual and group basis. This gives me and students a good basis for their understanding of objectives, directions, and how well they believe they are following or achieving them. The second formative assessment I plan to use in this lesson is recording anecdotal notes on the skits. These notes allow me to see how well the students completed the learning targets and give a general idea of how much they learned from the unit as a whole. This is also a good way for me to provide each group with feedback on their performance stars, as well as some potential steps to work on for future lessons.

Summative Assessment:
The summative assessment and Day 4 will be given at the end of this unit, on Monday, February 2nd, 2018. Students will respond to the following writing prompt:

Explain which community member (must be one of the eight we learned about) you think is the most important part of a functioning community. Your response should include a topic sentence, at least three reasons that support your opinion, and an illustration.

Additional requirements include: Students should write the following in chronological order: 1) graphic organizer, 2) rough draft, and 3) final draft. Final drafts will be organized into a class book about the functions of community members for students to continue to reference in the class library. This evidence of student learning will allow me to discern whether or not students first, developed a greater understanding of our learning target, “I can learn more about what a contributing member of the community does” and met the Social Studies standard. As students express their opinions on their community member in their writing, they will have demonstrated that they not only learned more about the community members as a whole in our Day 2 activity, but they are adept enough in their understanding of each member that they can write an opinion piece of one of them. Students will also document their achievement of the English Language Arts objectives by demonstrating the conventions of standard English in their writing. This summative assessment is specific in its prompt, but also broad enough that it appeals to the individual writing styles of students to allow all students to show what they have learned. In addition, students will reflect upon their learning throughout our thumbs-up and thumbs-down formative assessment mentioned above, but they also receive the opportunity for this in the writing process as they go through multiple checkpoints of revising their work.

Attached below is a rubric developed to assess the understanding of students on this summative assessment opinion writing piece. If students receive above a 3 in each of the targeted areas, they have demonstrated proficiency in their understanding of our Social Studies and English standards.

<table>
<thead>
<tr>
<th>Description of Requirement</th>
<th>0 Beginning</th>
<th>1 Developing</th>
<th>2 Accomplished</th>
<th>3 Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>-CONVENTIONS- ELA Standard L.3.2: Response shows usage and understanding of capital letters,</td>
<td>Not at all – no assignment was submitted.</td>
<td>Response shows little usage of capital letters, punctuation, and proper spelling</td>
<td>Response shows good usage of capital letters, punctuation, and proper spelling with only minor errors present.</td>
<td>Response shows great usage of capital letters, punctuation, and proper spelling with</td>
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<tr>
<td><strong>punctuation, and proper spelling.</strong></td>
<td><strong>spelling.</strong></td>
<td><strong>still contains important convention errors.</strong></td>
<td><strong>no errors present.</strong></td>
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<tr>
<td>-THEMATIC STRUCTURE 1-ELA Standard W.3.1: Response includes an opinion on one’s assigned community member and answers the prompt – Why is your community member the most important part of a functioning community?</td>
<td>Not at all – no assignment was submitted.</td>
<td>Response lacks an opinion on the student’s community member.</td>
<td>Response has an emerging opinion on the student’s community member, but it could be developed further.</td>
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<tr>
<td></td>
<td></td>
<td>Response shows little connection to the prompt and an inconsistency with subject matter.</td>
<td>Response shows some connection to prompt, but it could demonstrate a deeper connection.</td>
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<td></td>
<td></td>
<td></td>
<td>Response has a well thought out opinion on the student’s community member.</td>
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<td></td>
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<td></td>
<td>Response answers the prompt, but the opinion and/or the prompt response could use better detail.</td>
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<td></td>
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<td></td>
<td>Response has a specific and reasonable opinion on the student’s community member.</td>
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<td></td>
<td></td>
<td></td>
<td>Response wholly answers the prompt and does so with upper-level writing and vocabulary skills that develop a single theme.</td>
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<tr>
<td>-SENTENCE STRUCTURE-ELA Standard W.3.1: Opinion is supported by at least 3 reasons using correct syntax and grammar.</td>
<td>Not at all – no assignment was submitted.</td>
<td>Response only provides 1 reason and/or run-on sentences or sentences that lack a clear idea.</td>
<td>Response provides 3 or more reasons and are supported by well-developed sentences and ideas.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Response includes an illustration, but it is not complete (i.e. not colored, some elements missing, etc.)</td>
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<td></td>
<td></td>
<td>Response includes an illustration, but it is evident the student could have put forth more effort.</td>
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<td></td>
<td></td>
<td></td>
<td>Response includes an illustration and the student’s hard work is evident.</td>
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<tr>
<td>-THEMATIC STRUCTURE 2-Response includes an illustration related to the prompt.</td>
<td>Not at all – no assignment was submitted.</td>
<td>Response does not include an illustration.</td>
<td>Response includes an illustration, but it is not complete (i.e. not colored, some elements missing, etc.)</td>
<td></td>
</tr>
<tr>
<td>-ORGANIZATION-Response includes all 3 parts of the assignment: 1) Graphic Organizer 2) Rough Draft 3) Final Draft</td>
<td>Not at all – no assignment was submitted.</td>
<td>Response is missing two or more parts of the assignment.</td>
<td>Response includes all 3 parts of the assignment.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Response includes all 3 parts of the assignment, but they lack completeness.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Response includes all 3 parts of the assignment. All parts are well designed and demonstrate good effort.</td>
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</tbody>
</table>
Students preparing for their skit performances:
Our Community: Day 4

Unit Theme: Rights and Responsibilities of Community Members

Subject Area(s): Social Studies with a Language Arts integration

Title of Lesson: Who is the most important community member? Opinion Writing

Time Frame: 4 days (lesson takes place for approximately 35-50 minutes per day)

Grade Level: 3rd grade

Rationale for Method: The method of instruction for this lesson is explicit instruction. The lesson is introduced by the teacher who differentiates between facts and opinions and shares how to use one’s opinion in writing. The We do portion of this lesson takes place as we come up with a list of facts and opinions and discuss student writing ideas. After these two items have happened, the students will write on their own, filling out their graphic organizer and then writing their rough and final drafts, completing this method of instruction. I used this method because it is an effective way to scaffold the introduction of opinions with this class as they embark on their first opinion writing piece.

Core Standard(s):

Social Studies standard
- SS.3.1: Students will describe the rights and responsibilities inherent in being a contributing member of a community.
  - B. List the responsibilities community members have to one another.
  - C. Identify why these responsibilities are important for a functioning community (e.g. voting, jury duty, taxpaying, obedience to laws).

English Language Arts standard
- L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

Content Objectives:
- The students will be able to defend their opinion on the community member they feel is the most important.
- Given their Citizen Journals for guidance, the learners will write an opinion paragraph that responds to the following prompt: Explain which community member (must be one of the eight we learned about) you think is the most important part of a functioning community. Student responses must include a topic sentence, at least three reasons that support their opinion, and an illustration.

Language Objectives:
• The students will be able to apply the conventions of standard English in their opinion paragraphs.
• Given their understanding of the rules of capitalization, punctuation, and spelling the students will apply the conventions of standard English as they write their opinion paragraphs.

Resources Needed for teacher and learner:
• Student Citizen Journals
• SMART board for class discussion
• Writing materials for students (pencils)
• Graphic organizers (27 copies)
• Rough draft paper (27 copies)
• Final draft paper (27 copies)

Academic Language:
• Language skill: The language skills needed in this lesson are the ability to defend an opinion and write about one’s opinion.
• Discipline-specific vocabulary: Students should be familiar with the following Social Studies terms: rights, responsibilities, functioning community. Students should also be familiar with the following Language Arts terms: complete sentence, capital letter, and punctuation mark. At this point in the unit, students have gained a good understanding of the Social Studies and Language Arts discipline-specific vocabulary terms and understand what is asked of them when these words are used.

Technology Integration (if applicable): Technology will be integrated to introduce opinion writing on the SMART board. This board is located at the center of the classroom for all students to see and tends to be more engaging for students to watch as the teacher writes on and utilizes it. It is a great resource for quickly accessing documents and slowing down the amount of transition time a white board often requires, meaning the students have more time for their own writing.

Day 4 Procedures:
1. Gather students at their desks for a brief discussion of what an opinion is. Explain that an opinion is the way someone feels about someone or something. However, it is important to note that not everyone has the same opinion. We all feel differently about different things, including community members. A fact, on the other hand, is a statement that can be proven true or false. Use the SMART board to make a list of facts versus opinions using student input.
Fact statements:
✓ A chef’s job is to prepare food.
✓ A veterinarian is a doctor for animals.
✓ A mail carrier delivers packages and mail to the community.
Opinion statements:
✓ A police officer has the most important job.
✓ The firefighter’s ladders are scary.
✓ A nurse has the hardest job.
2. Explain to students that we will be doing some opinion writing about our community members and that they may use their Citizen Journal notes for guidance. Display the following writing prompt on the SMART board:

   Explain which community member (must be one of the eight we learned about) you think is the most important part of a functioning community. Your response should include a topic sentence, at least three reasons that support your opinion, and an illustration.

Ask students to help you decipher this prompt: What are key words we should pay attention to? What is the prompt asking us to do? Why do we have to provide three reasons?

3. After previewing the prompt on the SMART board, use the thumbs-up or thumbs-down formative assessment to check for student understanding. Make sure that all students have a clear understanding of the opinion writing prompt and for those that are struggling, help them to brainstorm potential writing ideas. Call on the class paper passers to administer graphic organizers to all students. Students in this class are familiar with the writing process and know that we begin with a graphic organizer, transition to a rough draft, and close with a final draft and illustration in all of our writing.

4. Give students the rest of the lesson period (approximately 40 minutes) to work on their graphic organizer, rough draft, and final draft accompanied by an illustration. Not all students will accomplish all three stages today, but some of the fast-finishers will. See Accommodations for students in need of additional time. Walk around the room and monitor students as they write. For those students who express being “stuck,” ask prompting questions that help them to think more deeply about the topic at hand and discover their opinion of it. Ensure that students are expressing their opinion in their writing, not just writing facts (although they can use facts to support their opinion.)

5. At the close of the lesson and unit, thank students for being participatory and helpful throughout all of the lessons. Ask students to give you a fist to five (another common practice in our classroom) on how well they feel they have learned about community members and their importance to the community. Express your opinion on the value of all community members and how we truly need all of their skillsets to prosper in a growing community.

Accommodations

- I plan to accommodate those students on Individual Education Plans (Harry, Hailey, and Sarah) as well as my focus student Morgan by being very clear and explicit in my directions as I deliver them in multiple ways. The students will first hear the directions given verbally, but additional information may be written on the board for them to reference as needed. I will also exercise proximity control with these students as they work independently on their writing. Many of them tend to get off-task at times and need gentle reminders or prompts to get their minds thinking again.
- For those students that express the need for more time to complete their writing (which I am anticipating, this is a lot to task them with in one class period), I have planned out additional time in the days to follow. Students will have my undivided attention at this time.
• In order to ensure that those students who are less apt to share have an opportunity to participate and learn from our conversations, I will provide opportunities for all students to share their thoughts by not only responding to or calling on the raised hands. I will follow such thoughts with specific praise to help encourage similar behavior in the future.

• For those students or groups who complete all three parts of their writing in the first day, I will encourage them to think more deeply about the community member they are expressing their opinion of. I will read through their writing and look for details that could be added or syntax that could be improved. I will also ask questions that will cause them to think about their opinion and if they choose, they may add to it in some manner. After doing so and if a group of students are finished, I will help facilitate a small-group discussion about what each student wrote their opinion piece about. I encourage these conversations among fast-finishers because they also allow students to practice their social interaction skills, which are essential at this age.

• Finally, I will also use the formative assessment strategy of thumbs-up or thumbs-down to both gauge student understanding of directions and discussion material as well as identify those students in need of additional help on their work or thoughts.

Assessment
Formative Assessment:
I plan to look at all student graphic organizers and rough drafts, which will be used as a formative assessment to evaluate how well students understand and are executing the opinion writing prompt. I also plan to continue using the formative assessment I have used throughout this unit, thumbs-up or thumbs-down. This tells me how effective my lessons were in guiding students as they learned about a community. This assessment also tells me how they feel they have accomplished their learning targets and met the standards as a whole in this lesson. Finally, as I have in past lessons, I will also use it to ensure that students understand the directions on the writing assessment. The third formative assessment I plan to use in this lesson is that of fist to five. The students will show me on their fingers how well they learned about the responsibilities and functions of community members. This is helpful for me to determine what students are walking away from this unit with and gives me good input for how I can improve this unit in the future.

Summative Assessment:
The summative assessment and Day 4 will be given at the end of this unit, on Monday, February 2nd, 2018. Students will respond to the following writing prompt:

Explain which community member (must be one of the eight we learned about) you think is the most important part of a functioning community. Your response should include a topic sentence, at least three reasons that support your opinion, and an illustration.

Additional requirements include: Students should write the following in chronological order: 1) graphic organizer, 2) rough draft, and 3) final draft. Final drafts will be organized into a class book about the functions of community members for students to continue to reference in the class library. This evidence of student learning will allow me to discern whether or not students first, developed a greater understanding of our learning target, “I can learn more about what a contributing member of the community does” and met the Social Studies standard. As students express their opinions on their community member in their writing, they will have demonstrated
that they not only learned more about the community members as a whole in our Day 2 activity, but they are adept enough in their understanding of each member that they can write an opinion piece on one of them. Students will also document their achievement of the English Language Arts objectives by demonstrating the conventions of standard English in their writing. This summative assessment is specific in its prompt, but also broad enough that it appeals to the individual writing styles of students to allow all students to show what they have learned. In addition, students will reflect upon their learning throughout our thumbs-up and thumbs-down formative assessment mentioned above, but they also receive the opportunity for this in the writing process as they go through multiple checkpoints of revising their work.

Attached below is a rubric developed to assess the understanding of students on this summative assessment opinion writing piece. If students receive above a 3 in each of the targeted areas, they have demonstrated proficiency in their understanding of our Social Studies and English standards.

<table>
<thead>
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<td><strong>CONVENTIONS</strong> - ELA Standard L.3.2: Response shows usage and understanding of capital letters, punctuation, and proper spelling.</td>
<td>Not at all – no assignment was submitted.</td>
<td>Response shows little usage of capital letters, punctuation, and proper spelling.</td>
<td>Response shows some usage of capital letters, punctuation, and proper spelling, but still contains important convention errors.</td>
<td>Response shows good usage of capital letters, punctuation, and proper spelling with only minor errors present.</td>
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<td><strong>THEMATIC STRUCTURE</strong> 1 - ELA Standard W.3.1: Response includes an opinion on one’s assigned community member and answers the prompt – Why is your community member the most important part of a functioning community?</td>
<td>Not at all – no assignment was submitted.</td>
<td>Response lacks an opinion on the student’s community member. Response shows little connection to the prompt and an inconsistency with subject matter.</td>
<td>Response has an emerging opinion on the student’s community member, but it could be developed further. Response shows some connection to prompt, but it could demonstrate a deeper connection.</td>
<td>Response has a well thought out opinion on the student’s community member. Response answers the prompt, but the opinion and/or the prompt response could use better detail.</td>
<td>Response has a specific and reasonable opinion on the student’s community member. Response wholly answers the prompt and does so with upper-level writing and vocabulary skills that develop a single theme.</td>
</tr>
<tr>
<td><strong>SENTENCE STRUCTURE</strong></td>
<td>Not at all – no</td>
<td>Response only provides</td>
<td>Response only provides</td>
<td>Response provides 3 or</td>
<td>Response provides 3 or</td>
</tr>
</tbody>
</table>
**ELA Standard W.3.1:** Opinion is supported by at least 3 reasons using correct syntax and grammar.

| Assignment was submitted. | 1 reason and/or run-on sentences or sentences that lack a clear idea. | 2 reasons and/or sentences that are mostly correct, but ideas could be developed further. | more reasons and are supported by well-developed sentences and ideas. | more reasons, well-developed ideas, and multiple sentence types are utilized. |

**-THEMATIC STRUCTURE 2-**
Response includes an illustration related to the prompt.

| Not at all — no assignment was submitted. | Response does not include an illustration. | Response includes an illustration, but it is not complete (i.e. not colored, some elements missing, etc.) | Response includes an illustration, but it is evident the student could have put forth more effort. | Response includes an illustration and the student’s hard work is evident. |

**-ORGANIZATION-**
Response includes all 3 parts of the assignment:
1) Graphic Organizer
2) Rough Draft
3) Final Draft

| Not at all — no assignment was submitted. | Response is missing two or more parts of the assignment. | Response is missing one part of the assignment. | Response includes all 3 parts of the assignment, but they lack completeness. | Response includes all 3 parts of the assignment. All parts are well designed and demonstrate good effort. |

Students working on their Opinion Paragraphs:
Analysis of student learning:

Performance of student 1 - Bradley

- **Lesson 1:** Based on the diagnostic assessment administered on the first day of this unit, the *Our Community* Student Questionnaire, Bradley demonstrated a good understanding of the unit prior to being formally taught any of the information. He adequately answered all six questions, although he lacked the complete sentences which were required as part of the language standard. However, the student did effectively meet the content objective of communicating his current knowledge on different aspects of a community. The student appears to believe that the rights and responsibilities of community members are synonymous on the questionnaire, and so this will be an important distinction to make. (Although our Social Studies standards prompt us to mainly focus on the responsibilities of community members, I plan to touch on both.) This student was also one of my fast-finishers that I accommodated for in this lesson, as anticipated. As a result, he was paired with a group of students to review their questionnaires at a more in-depth level prior to having a full-class meeting. Bradley had good ideas to contribute in our class circle map discussion on the different community members (I attribute some of this to the flow of ideas that was shared in their small-group prior) and was also able to share the community members he would like to embody in our future activity on his list of top three people. I will continue to remind him of our language objectives in his future writing in order to help him meet the ELA standard regarding English conventions. Overall, Bradley appears to be engaged for this unit and I look forward to seeing more of what he knows and learns.
Our Community Student Questionnaire

1. What is a community?
   everyone buddy lives.

2. What are the needs of a community?
   houses, people, water and air.

3. When you think of a community, list the community members that come to mind.
   friends, houses, people and cars.

4. What are the rights of community members?
   the right to be free, live and learn.

5. What are the responsibilities of community members?
   have cars, houses and friends.

6. Why is it important to have a functioning community?
   so you can live in your community.
Lesson 2: In our second unit lesson, Bradley demonstrated interest in the learning targets we discussed at the forefront of the lesson. Although he is quiet in nature, he can become sociable with the other boys in our class and it was necessary at the start of this lesson to ask them to find seats where they could be more successful in their learning. The student demonstrated good listening skills as all directions were given and showed me that he had a good understanding of our tasks for the day with a thumbs-up formative assessment prior to beginning our stations activity. Bradley was assigned to the firefighter group and appeared excited to fulfill the community role he was given. As seen in the Accommodations section, I also intentionally paired Bradley with some students who could benefit from his positive engagement and he acted as a good peer support throughout all the stations. This told me he was capable of not only completing his own work in a thorough manner, but also motivating his group members to do the same. As for Bradley’s academic work in this activity, he demonstrated some learning based on the articles, but did not include the level of detail in his journal responses that I was hoping for. This tells me I may need to set more specific and measureable goals for a future stations activity and have a greater discussion about what I am looking for in their writing responses on the news articles – not surface level responses, but deeper-thinking responses. I can say that Bradley did adequately meet the first content objective here, but could have done more with more time. As for the language objective of this lesson, Bradley exercised good punctuation and capitalization for the most part, but the gaps seen in his journal could again be attributed to the lack of time. Turning to the second half of this lesson, where we debriefed on the different stations and what we already knew about community members versus what we learned, I am able to confidently say that Bradley did make some growth in this activity and understands the functions of these varying roles within our community more so than what he began with on our questionnaire. He also showed, with his thumbs, that he felt he had a good individual understanding of the responsibilities of community members as a whole.
Station 1: Police Officer

Illustrator

Your job is to draw a picture related to the article you just read. You may draw something that happens in the text, or a picture that shows what the article made you think or feel.
Station 2: Fire Fighter

Summarizer

Your job is to prepare a brief summary of today's reading. Be sure to include the main idea from the article.

there was a fire
up on a mounten
and fire fighters
came to fight
the fire.
Station 3: Doctor/Nurse

Questioner

Your job is to prepare a list of questions that your group might want to discuss about the article. The best discussion questions come from what the article makes you think and feel.

1. What do nurses have so much stuff.

2.

3.
Station 4: Mail Carrier

Illustrator

Your job is to draw a picture related to the article you just read. You may draw something that happens in the text, or a picture that shows what the article made you think or feel.
Station 5: Mayor

Summarizer

Your job is to prepare a brief summary of today’s reading. Be sure to include the main idea from the article.

The story tells that people work for the governments.
Station 6: Veterinarian

Questioner

Your job is to prepare a list of questions that your group might want to discuss about the article. The best discussion questions come from what the article makes you think and feel.

1. Why do vets have so much stuff.

2.

3.
Station 7: Chef

Illustrator

Your job is to draw a picture related to the article you just read. You may draw something that happens in the text, or a picture that shows what the article made you think or feel.
Station 8: Teacher

Summarizer

Your job is to prepare a brief summary of today's reading. Be sure to include the main idea from the article.

Teachers need to teach the kids so they can learn.
Lesson 3: Using my assessment data, I can say with confidence that Bradley has a good foundation of both the English Language Arts and Social Studies standards used in this lesson. Prior to the start of the skit activity, Bradley showed a good understanding of the learning targets to be focused on in this lesson by confirming this with an affirmative thumbs-up of his understanding. This student was also able to answer my questions regarding the definition of responsibility (see procedure two in the Day 3 Lesson Plan). This was positive for me to see because he expressed some confusion on the difference between a right and a responsibility on the questionnaire from Day 1, but it is clear he has made growth in this area. The firefighter group skit (Bradley’s group), went well. They were able to physically demonstrate the responsibilities of firefighters, thus meeting the content standard in an upper-level manner, and were also able to answer my question regarding why their community member was an important part of the community. Bradley demonstrated the language standard by playing his part of the skit using the conventions of standard English while speaking. All of this was made clear in my anecdotal notes, my second form of formative assessment in this lesson, of each skit group.

Lesson 4: Bradley did well on this summative assessment! He was internally motivated to get his work done in a timely manner and I actually had to slow him down at times for he was almost working too quickly to thoroughly process his writing thoughts. One of the revising strategies in our classroom, the use of “smart bubbles” to take our writing deeper and add more detail to words and/or phrases, is something I prompted Bradley to use on his rough draft. While I know he is capable of adding even more detail than he did, I am satisfied with the work he turned in. His opinion is clear, and his submission marks off all areas of the rubric, earning him approximately a 3, or Accomplished writing, in all areas. This can be seen on the summative assessment rubric that is included below. To help Bradley be more successful in his writing in the future, I will continue to show the students different pieces of writing containing more or less detail, a complex or simple sentence structure, etc. I believe this will help him to visualize the potential that his writing has to allow his opinion to really jump off the page rather than just trying to get done as quickly as he could. He did, however, spend a fair amount of time on his illustration and Bradley has always enjoyed sharing his opinion via art, making me grateful that I made it a part of this assignment to allow him to share his talents in multiple ways.
Chefs are awesome. Chefs are awesome because their yummy food can be healthy. Chefs are awesome because they make yummy food. Chefs are awesome because they have a good skill. Chef can make us live.
Chefs are awesome. Chefs are awesome because there food can be healthy. Chefs are awesome because they make food. Chefs are awesome because they have a good skill. Chefs can make us live!

(Yum!) (Yum!) (Yum!)
Bradley’s Graphic Organizer for his Opinion Response:

Main Idea (Topic)

Chefs are awesome.

Detail #1:

Chefs are awesome. Because there food can be healthy.

Detail #2:

Chefs are awesome because they make food.

Detail #3:

Chefs are awesome because they have a good skill. 

Chefs can make us live.
Bradley’s Illustration for his Opinion Response:
Bradley’s Summative Assessment Rubric for his Opinion Response:

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<td>Not at all — no assignment was submitted.</td>
<td>Response only provides 1 reason and/or run-on sentences or sentences that lack a clear idea.</td>
<td>Response only provides 2 reasons and/or sentences that are mostly correct, but ideas could be developed further.</td>
<td>Response provides 3 or more reasons, well-developed ideas, and multiple sentence types are utilized.</td>
<td>Response includes an illustration related to the prompt.</td>
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<td><strong>THEMATIC STRUCTURE 2-Response includes an illustration related to the prompt.</strong></td>
<td>Not at all — no assignment was submitted.</td>
<td>Response does not include an illustration.</td>
<td>Response includes an illustration, but it is not complete (i.e. not colored, some elements missing, etc.)</td>
<td>Response includes an illustration, but it is evident the student could have put forth more effort.</td>
<td>Response includes an illustration and the student’s hard work is evident.</td>
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<td>Response includes all 3 parts of the assignment. All parts are well designed and demonstrate good effort.</td>
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**Performance of student 2 - Morgan**

- **Lesson 1:** Morgan also adequately completed her *Our Community* Student Questionnaire by responding to all six questions. However, this student is still making progress on her spelling skills and often resorts to invented spelling as she writes, as is evident in this questionnaire. This makes it difficult to decipher her responses. Because of this and in order to gain a more accurate idea of her prior knowledge on the topic of a community, I asked Morgan to read her responses aloud to me. This was an unplanned accommodation in the lesson, but it helped her to better articulate her thoughts while simultaneously helping me to gauge her understanding. It is because of this that I know she has a good understanding of a community and particularly between a right and a responsibility. Morgan does a good job of meeting the language standard here with her complete sentences (at times), capital letters, and punctuation marks. Morgan was one of my students who required the accommodation of additional time – she was unable to finish this in the fifteen minutes that were allotted and I created a few extra moments for her to tie all of her thoughts together. When it came to our class discussion, Morgan did not have as much to contribute but was willing to share when prompted to do so. I will continue to ask questions that will embolden her to share her thoughts in future discussions. After making our circle map of community members and explaining that we would have a day where the students could come as their favorite community member, she was elated. Wanting to be a doctor, Morgan seemed even more engaged at the process of discovery learning. This tells me, as her instructor, that she benefits from alternate activities such as these where she is able to dive deeper into the concept(s) we are studying from a more constructivist standpoint. I will continue to exercise proximity control and provide time reminders to keep this student on-task and prepared to finish her work in a timely manner.
Our Community Student Questionnaire

1. What is a community? A place where you can live and big thing and a lot fo ad rest a.

2. What are the needs of a community? Food, woor, biilding, spills, pepli.

3. When you think of a community, list the community members that come to mind.

I feel fo a lot fo pepli to work and to help pepli and to hav sam fun.

4. What are the rights of community members?

Is fun and to make thing is fin and to make thing will of every thing is live.

5. What are the responsibilities of community members?

6. Why is it important to have a functioning community?

So every one can live.
Lesson 2: Based on my formative assessment data taken from Morgan’s Citizen Journal, she too did a good job overall and I am able to say that she is on-track to meet our Social Studies standard and making progress with the Language Arts standard. She demonstrated understanding of the use of punctuation, but did not always use the proper mark (i.e. a period where a question mark should be.) This is something I intend to teach explicitly for not only Morgan but other students who made similar errors in their sentences (such as Bradley.) Nevertheless, Morgan completed all parts of her Citizen Journal as asked and did so with good thought and fairly good detail. I was impressed and intrigued by some of the questions she posed about the articles. I exercised proximity control with this student all throughout the stations activity and believe this was effective in helping her to refocus her attention to the article at hand as needed. Morgan was also placed in a group of varying ability levels and with students she tends to be successful with. I believe this management move also contributed to Morgan’s success with this activity. Morgan was one of the students who benefitted from time accommodations at the end of the stations activity and this helped her to turn in a more put-together journal as a whole. As we transitioned to the class discussion, Morgan was able to share some ideas about what she already knew about the community members, but seemed more unsure as to what she learned about these individuals. In the future, I think she would benefit from some scaffolding here to first share what they know versus learned with a partner and working their way up to sharing with the whole class. Finally, using my formative assessment of thumbs-up or thumbs-down that I conducted at the close of this discussion, Morgan showed me that she believes she has a good understanding of the responsibilities of community members and coupled with her journal, I think she is correct; it simply took more teacher and peer support to get her there.
Station 1: Police Officer

Summarizer
Your job is to prepare a brief summary of today’s reading. Be sure to include the main idea from the article.

do it tell pep11 what poles are, and what day he (up wif and how day what)
Station 2: Fire Fighter

Questioner

Your job is to prepare a list of questions that your group might want to discuss about the article. The best discussion questions come from what the article makes you think and feel.

1. Why is the fire in dat dia?
2. How did day now worf tella gifti?
3. Wiy wra the wind was rille hard to flyx.
Station 3: Doctor/Nurse

Illustrator

Your job is to draw a picture related to the article you just read. You may draw something that happens in the text, or a picture that shows what the article made you think or feel.
Station 4: Mail Carrier

Summarizer

Your job is to prepare a brief summary of today’s reading. Be sure to include the main idea from the article.

[Handwritten text: ]
Station 5: Mayor

Questioner

Your job is to prepare a list of questions that your group might want to discuss about the article. The best discussion questions come from what the article makes you think and feel.

1. WHY DO THE MAYORS HELP WITH THE LOOM

2. WHY IS IT CALLED THE CAVEMINT

3. WHY ARE MAYFTS ABOUT FOR THE CAVEMINT
Station 6: Veterinarian

Illustrator

Your job is to draw a picture related to the article you just read. You may draw something that happens in the text, or a picture that shows what the article made you think or feel.
Station 7: Chef

Summarizer
Your job is to prepare a brief summary of today’s reading. Be sure to include the main idea from the article.

how cooks cook

thing
Station 8: Teacher

Questioner

Your job is to prepare a list of questions that your group might want to discuss about the article. The best discussion questions come from what the article makes you think and feel.

1. Wat grad is he in.

2. Wat schooll das he go to.

3. How is his friend?
Lesson 3: In this lesson, Morgan confirmed that she too had a good understanding of the content and language standards for this lesson. She too showed, with her positive thumbs, that she understood the learning targets for the day and would be able to participate in the creation and production of a successful skit. I was concerned how well Morgan would meet the language skill of communication here because she can be quiet at times, but with a little prompting I am again able to say, based on my anecdotal notes of their skit, that Morgan accomplished both standards. I did need to follow-up with Morgan and her group at the close of their skit, asking the two questions outlined in procedure four because it was not as clear (based on their performance), how secure they were in understanding the responsibilities and importance of their community member, a doctor or nurse. However, Morgan’s responses have allowed me to determine that yes, she is proficient in both standards. In the future, I will give Morgan’s group more support, rather than leaving the skit preparation entirely up to them, in order to help it to be more successful. I will provide more reminders of the learning targets and potentially break down even further what they are being asked to do.

Lesson 4: Morgan required much more support in this lesson than I had initially anticipated. While I am used to exercising proximity control with this student to help keep her on-task and focused, she would often sit for minutes at a time while I was working with another student before I could come back and check in with where she was in her writing. While she was able to accomplish all three aspects of this opinion project (the graphic organizer, the rough draft, and the final draft) and I am happy with her writing and author’s voice shining through, I will have to be more intensive in my support in future lessons, particularly those pertaining to writing. It may be beneficial for Morgan to work with a tracker on her desk that I am able to place a tally on each time I catch her being on task, and we could work out an incentive plan on an individual basis. I am curious to see if this additional extrinsic motivation would be helpful to her, for she does not always have the intrinsic motivation to complete her work when asked, even when coupled with specific praise. Morgan mostly scored 3’s, Accomplished Writing, on the rubric for this summative assessment. I am quite proud of her for this! It required a lot of scaffolding and sitting next to her prompting and encouraging her to finish, but she did it and was so excited with the end result that she asked to read it out loud to me. 😊 The reason for the single 1 on the rubric is her lack of an illustration, which was not included in this work sample due to running out of time in her writing, including the additional time accommodations that she was granted. However, I do plan on giving Morgan time to accomplish this illustration in the following week. Overall, Morgan is closing this unit with a deeper understanding of the value and role that community members hold in our community and I consider that to be a great success.
Morgan’s Final Draft for her Opinion Response:

The nurse is the most important community member. Nurses take care of us and make sure we live. They can help us in surgery when we are hurt. Nurses heal us and take care of our wounds. Once, I had to go to the hospital and a nurse helped me get stitches. Nurses make sure we don’t get sick. Nurses are really important.
Morgan's Rough Draft for her Opinion Response:

Once I had to go to the hospital, and a nurse helped me get stitches.
Morgan’s Graphic Organizer for her Opinion Response:

Main Idea (Topic): Nurses is the most important member.

Detail #1: Nurses take care of us and make sure we live.

Detail #2: Nurses heal us and make us feel better.

Detail #3: Nurses make sure we do not get sick.

Concluding Statement: Nurses are the most important.
Morgan’s Summative Assessment Rubric for her Opinion Response:

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<td>2-Response includes an</td>
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<td>Response shows some usage</td>
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<td>Response answers the</td>
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<td>use better detail.</td>
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<td>Response wholly answers the</td>
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<td>prompt and does so with</td>
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<td>develop a single theme.</td>
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**Analysis of teaching effectiveness:**

Overall, I am very happy with how this unit went and feel satisfied with all of the instructional decisions I made. All students, with a particular emphasis on my focus students, have made great gains in the Social Studies and English Language Arts standards as a result of this unit and it was very rewarding to watch their growth in a matter of a few short days.

A few changes happened between the lessons I had planned and the lessons that were delivered, the first being with my Day 2 lesson: Community Member Profiles. I had scheduled approximately five minutes at each of the eight stations, meaning we had approximately one hour’s worth of instructional time including the introduction of the activity. However, with the transitions between each station, responding to student questions, and ensuring that students were on track, the time spent at each station was likely closer to seven minutes. Due to the fact that the students have their Humanities courses each day at 2:00pm, it became evident that we would not finish the activity in a timely manner. After collaborating with my teacher, I made the decision to stop the rotations after five stations and to continue them the next day. The students and I were still able to debrief on the rug on both days regarding the information they already knew about each community member and the information they learned, but it was a bit more broken up than I had planned for. While this was unexpected in the moment, I believe it worked out for the best and the second day of stations was even more successful than the first, for the students were more familiar with the process and my expectations. The students then proceeded right into their skits on Day 3, and altogether it was a great day celebrating the community members we value so much. This was a great lesson for me to learn – it is important to have a lesson plan and a schedule for the day, but it is even more important to recognize when a task is unrealistic and would be more successful if altered in some manner. I am also grateful to my mentor teacher for helping me to reach this conclusion, it taught me a great lesson in flexibility.

Another instructional decision that was made was recognizing when students needed more clarification with an idea or merely more time to process the information. My formative assessment of thumbs-up or thumbs-down worked wonders in allowing me to reach these conclusions. If it was evident in any way that there appeared to be a gap in student understanding during any of our class discussions on the rug, I would come up with questions on the spot to help support understanding, or simply ask students to engage in a brief Think-Pair-Share with their neighbor, even though it was unplanned. Although these discussions did end up taking more time than was originally planned for in the lessons, I am grateful for my decision to do so because it made all the difference in student learning and understanding. As we engaged in these unanticipated discussions, I believe it also became very clear to students that their learning was my utmost priority; this allowed students to further their trust and rapport with me.

I believe that this unit “worked” as a whole. I say this because I know for a surety that students have met the standards required of them and I consider that a success. However, there were lessons that flowed better than other lessons. Our lesson on Day 1, titled What do we know about a community? was an achievement. The diagnostic assessment of the student questionnaire was a great way to get the minds of my students thinking about a community, prior to delving deeper in our class discussion of what a contributing community member was and making our list on the circle map. As with every lesson, one will have students take it more seriously than others, but overall I look at their questionnaire responses and compare it to their skits or their opinion
writing and can see a clear jump in learning. Nevertheless, the stations activity was less successful than I anticipated it to be. This was a great form of mobile learning for many of my students and I know that most of the class took from the activity what I was hoping for, a deeper analysis of the responsibilities of community members from an alternate source. Yet, as with any lesson, other students took advantage of this time to visit with their group members and unfortunately did not take it as seriously as I would have hoped. For example, some neglected to fill out all of their Citizen Journal pages, while others did not put much thought into their summaries or questions. Again, this is foreseeable behavior with any lesson plan, but I would set it up differently in the future. The student skits for our Day 3 lesson, Community Members in the Eyes of Students, were also more on the silly than serious side. This was again a learning experience on my part and I should have emphasized the goals of these skits more than I did. I wanted to allow the students the freedom to show me they could work responsibly as a group (one of our learning targets), and as a result I believe the skit material did not answer the two questions, a) what are the responsibilities of the community member? and b) why is my community member important? as much as I had hoped. I did follow-up each of these skits with these questions if I felt the skit itself had not adequately answered them, and for that reason I would still consider it to be an activity that was successful, but also allowed the students to be typical third-graders and have fun.

My focus students helped me to realize that I need to be more intentional in my instructions with those students who will not respond the first time they are given the information. Much of this unit was based on whole or small-group activities, and this was an invitation, in some ways, for those students who require more support, such as my focus student Morgan, to be off-task. As I continue to learn and become more confident in my own instructional and behavior management methods, I will come up with ways, like an incentive system, to help these struggling students be more motivated to stay on-task. I will also encourage table groups to continue to use one another as a resource for questions, prior to having a student raise their hand and ask me; this will allow me to reach more students. An additional modification I would make is based on my observations of my succeeding student, Bradley. He and his peers would more likely than not finish their work early and my fast-finisher plan was to have them meet as a group on the rug and take their learning deeper…asking questions such as, how can we explore this community member even more? While this was successful some of the time, other times I would find them off-task and talking about an unrelated subject because I was busy working with those students still at their desks. Not only did this distract those students that were still working, it made it difficult for me to work with my students that required time accommodations. I need to modify my lessons so that the students have an activity to turn to immediately upon their completion of the assignment. This could be posted on the “To Do” list on the board so that the students do not confuse the order in which they are completing their work. This should also not be in the form of extra work and what is most important to me is that it remains related to the standards we are studying. This group of students is very artistic, and so I could write a community-centered prompt on the board that they responded to in some form: an illustration, a brief narrative or presentation, etc. Students could also have the option of typing up their response, this is a skill we are working on in class and would be another positive way to integrate technology. It would be fun in nature and would act as a reward for those students who did complete their work in the time given.
All lessons can be modified or improved in some ways, large and small, to make them more effective for future instruction. While I have already mentioned some ways in which I plan to modify this community unit, I have identified a few more ways to get the best results from my students, ensuring that they are reaching their full potential on these standards. The first modification is in regard to our Day 1 lesson. I am happy that I started with the student questionnaire, for it provided me insight on student growth throughout the unit, but in the future I would spend more time reflecting on this questionnaire with my students rather than having it be a one and done assignment. It could be helpful to have the students take the questionnaire again at the close of the unit. This action would provide the students and the teacher with an idea of their learning. I would also modify the questionnaire to be more focused on the community members, rather than just basic questions about the community, which the students have already covered to some degree and are planning to cover again in the future. I wrote it this way because we have touched base on these ideas within the community maps we created, but the majority of our lessons were spent on the responsibilities of community members and it may be more effective to tailor it in such a manner.

Within the Day 2 lesson plan, I would make a few modifications to the stations and Citizen Journals. First, it would have been beneficial to have explained the meaning of a summary more, prior to having the students write article summaries within their journals. This can take place in the form of a mini lesson in the future. I simply assumed that my students were familiar with this concept, but I think I would have seen better constructed and more complex summaries were the students to have had a greater foundation with the concept. Going along with this idea, I think the students would have also benefitted from more time at each station, maybe eight to ten minutes. Five minutes to read over the article and come up with a summary, three questions, or an illustration was too tasking for these students and I believe this is why their journals were not as well responded to as I had hoped.

As for lesson three, I would have been more specific in my intentions for the skits, as I mentioned earlier. While the student groups had a great time performing them and that undoubtedly put a smile on my face, I was required to follow-up with many of the groups to ensure that the class was taking away the right ideas. I will preface these skits with more goals in the future, perhaps recruiting students to provide the class with an example and non-example to check for understanding.

Finally, in the Day 4 lesson, I am very satisfied with this lesson as well. The students were impressive in their opinion writing from the graphic organizer all the way through to their final drafts and illustrations. The modification I would make to this lesson is showing different pieces of writing to allow students to see the potential that their writing has. For example, I could showcase a generic paragraph that states the opinion, has three reasons to support the opinion, and closes with a concluding sentence. I could follow this example with a similar paragraph that meets all the criteria, yet includes much more detail and description. I would pose the following questions to the students: “Which do you enjoy reading more? Which paragraph makes you feel as though you can touch, taste, smell, hear, or see where the author is because they used so much detail? These are the opinion paragraphs I am looking for and I know you are capable of writing.” This would give students a good foundation to go off of since they have not accomplished much opinion writing in the past.
In conclusion, I walk away from the completion of this unit having learned a lot about myself as a teacher and my capabilities to first, create an integrated lesson based on the standards and second, teach it knowing the needs of my students. Myself and my students have a greater understanding of the responsibilities of our community members and the irreplaceable role they hold within our society. I incorporated a variety of teaching methods and activities to help my students gain the knowledge they needed and was able to practice my classroom management and positive behavior support skills in the process. As I make the necessary modifications to these lesson plans, I look forward to potentially receiving the opportunity to teach a unit on community members again.