

Synthesis Paper- Final Assignment

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Throughout Education, there are many different things that an educator will have to create within the classroom. This article walks through some of the various materials that a teacher will have to use. There are examples of specific materials that can be utilized in a classroom, how to use the, and what they are important.

Preview

These following themes are connected with a collection of different materials that have been collected through about the course of the year. The following items are intended to be used in a lower elementary classroom to help create a supportive learning environment for the students.

An effective teacher is someone who not only has knowledge about the materials that they are learning, but they also have an understanding of the development of children and petrological knowledge. It is crucial that a teacher knows how to educate students rather than just what the students need to know. Along with this, there is a need for the teacher to build lasting relationships with their students. This is what causes real learning to happen. When an educator knows and understands that needs of each individual student, they are better able to teach this student in the ways that best fit the students learning styles. Following this, a teacher will know what different procedures to implement into the classroom based on the students. Having good classroom management is crucial to having a productive learning environment.

All classrooms are structured and guided by the goals, standard, and objectives. Using this information teacher can create lesson plans, and unit plans that structures a classrooms day, week, month, and year. These are all important so that an educator knows what they are covering all the information that is needed to be able to move on to the next grade. Within the classroom,

educators are going to have to be able to start implementing technology into their student's education. Today technology is all over in the world and students are going to be able to understand technology to be successful in today's world. Along with this, different questioning strategies is going to have to be used within the classroom to help student learning. The importance of forming questioning is to help the students with the higher-level thinking.

While instructing students there is Indirect Instruction and Direct Instruction. These are both important for the student to receive in a variety of different ways. Indirect instruction is when the students use circuital thinks and work through problem-solving. This is where self-instruction and constructive learning is implemented into the classroom. These are essential skills of the students to be able to have in order to their future success. Also, direct instruction is where the students are getting their learning material directly from the teacher. This is where students are learning more lower level thinking and basic education knowledge. These two forms of instruction go hand in hand. Students need to first have a direct induction before they can move on to a more higher form of learning with indirect instruction.

In the end, all students need to be assessed on what they had learned throughout the year. This is done in order to check the students understanding and see where they are at and what they need. In order to accurately assess a student's learning, an educator needs to be all to understand what they are evaluating in order to create the right test questions. For this reason, it is good that teachers use test blueprints to check the questioning and evaluating. This is important for the student and teachers because it helps the teacher see what the students need to be successful learners.

Body

This is a collection of different materials that were accumulated over the course of the semester. These are all great resources that will help a future educator to create an effective learning in the environment for the student.

The Effective Teacher

Being an effective teacher means that, as an educator, and the individual can implement effective teacher strategies in the classroom setting. This being stated, there is not one way that this can be done. However, depending on the student, all classrooms will not be run in the same way. This being said, it is important for each teacher to get to know their students as an individual in order to know what each and every student needs to help them on their path to success. This is done through lasting relationships with the students that are rooted in trust. In Appendix A is an inspiration on how I came to take the path of wanting to become a future effective teacher.

Understanding Your Students

As stated before, it is very necessary for the management of a classroom to get to know the students that will be in the classroom for that school year. This will help the teacher know what each student needs in order to be able to do their best throughout that year. For this to be done the teacher needs to start out by getting to know the basics about the student at the beginning of the year. This process will continue as the students begin to grow as individuals. At the start of the year, the teacher can use a handout, like the one in Appendix B to help them to get to know the students.

Classroom Management

A properly set up classroom, using functioning procedures and efficient classroom management could be compared to having an extra teacher in the classroom. When educators take the time to implement classroom management into the environment, they save their selves from having to take time out of their day to redirect or instruct students. Rather, they are able to focus more on teaching the students rather than having to be reacting to behaviors. An excellent classroom managements system sets up procedure to act on the forefront of behavioral issues. This can be seen in Appendix C, which states some procedures for a classroom. This is a plan that uses the six criteria for effective classroom management. This plan would be great for first to second grade.

Goals, Standards, and Objectives

Goal, standards, and, objectives are going to be what drives the classroom and give it structure. These three will help to structure the plans that are made in the classroom. This is how educators know what the students are expected to know by the end of the year and the direction that they will be heading the following year. Teacher, as of now, is using the Common Core Standards to help focuses what they are teaching students and how students are expected to perform. In Appendix D there is more information about what Common Core is and why it is beneficial to use within a classroom.

Unit and Lesson Planning

Unit and Lesson Plans help to give structure to what the teacher is going to be teaching throughout the year. It breaks the skills up to make sure that the lessons are manageable and material that they students can learn. Unit and lesson plans use the Common Core Standards to help base what the students will be learning. Starting with Unit Plans, there is an overall theme

that is created that lesson plans are then branched off of. In Appendix E there is some more information about common core and how it is beneficial to the students and the teachers.

Technology Integrations in Instruction

The overall goal of educators should be to prepare their students for success in the future. This being said, it is important for teachers to recognize that our culture realizes a lot of technology. For this very reason, it is important that students be using technology within their education because it is something that they are going to have to be able to utilize in the future, throughout school and when they are in the workforces. Also, students are already exposed to some much technology within their everyday life, therefore, using different forms of technology will help to relate to the student, peak their interest in learning, and help them to understand better what they are learning. Appendix E is an example of how a student can use technology in learning.

Questioning Strategies

An excellent way to assess students' knowledge is through questioning. However, there are different levels of questioning that can help and educator understand where the student is and how far in Blooms Taxonomy they are. Through questioning one can come to understand if the students had the basic knowledge down or if the student is able to take what they have learned and apply it. For this reason, teachers can use a large variety of different questions to assess their students understanding. In Appendix F there are some examples of different questions based on the same standard that will help gauge a student understanding of the material.

Teaching Strategies for Direct Instruction

Direct Instruction is a form of instruction that most people are used to. This type of instruction is when the students are listening to the teacher lecture. There are times where the teacher needs to instruct the students and then students need to get the basic content knowledge before they can be sent off on their own. Direct instructions be used with the intention to implement indirect instruction later when the student have the necessary knowledge down. In Appendix G there is an example of a lesson that is direct instruction.

Teaching Strategies for Indirect Instruction

Educators can use indirect instruction to help their students better be able to use problem-solving and critical thinking. This form of instruction takes away from teacher lecture and puts the learning into the student's hands. Through this type of instruction students are better able to reach a higher level of thinking because they have to be more creative with they are being instructed to do. Rather than having the teacher in front of the classroom the students are learning through interacting with material or others. In Appendix H there is an example of what indirect instruction looks like.

Assessing Learners

After all this work has been put into a classroom, a teacher must assess the students and reevaluate what should be done next. Assessing students is imperative to understand if the students know what they need to in order to move on to the next content. A way in which students can be assessed is thorough tests. For this assessment to adequately assesses their knowledge level, there should be a variety of different questions that look at all areas in Blooms Taxonomy. In Appendix I there is an example of what a text would look like with a test

blueprint. The blueprint is used to help the teacher make sure that there is a variety of questions being used.

Conclusion

Throughout the year there have been a lot of different material that has been covered in this particular cause. Mainly the themes that are listed above. However, there are a lot of various resources that were created throughout this class. Many of which are in the appendix and will be very useful in the future. Having a variety of different materials ready and this knowledge going into a classroom will be crucial to an educator for their first year and throughout their career.

I have worked in a Montessori for three years of my life, and I like the setup of in that particular environment. Things that I mainly like are the inviting feel with lamps and plants. I enjoy how there is a table and not a desk, and I would like to put that into my classroom. Allowing students to pick where they sit and give them some responsibility. I want my classroom to be a positive and safe environment where students want to come to learn, not because they have to but because they enjoy what they are doing in the classroom. Lastly, I want to have a stable, trusting relationships with my students and connection with their families.

Appendices

Appendix A

The Road to Becoming an Educator

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Throughout life there can be a variety of different people who interact with individuals, these interactions will shape and form a person in who they and what they will become. Personally, in my life, I have had different experiences that have made me who I am today. On the road to being an educator, there have been two people who interacted with me who, undenounced to me, were shaping me to be a future educator. These two people had a great influence in my life and have helped me down this path that I am now on.

The first person who influenced me was my mother. As many would say, she is a natural born educator. With a little college education, she dropped out to start a family. She decided to homeschool my siblings and me. This is where my love for teaching was sparked. Our classroom was more than just the place that we learned; it was the place that my brothers and I grew up together. And even when we were done with school we would spend some evenings playing teacher in our classroom. My mom had a beautiful way with teaching my brothers and me. She understood how each of us learned and made sure that we were understanding things in our way. This way my first interaction to education and teaching, all of which were a positive experience.

As a fourth grader, and as my family grew, my parents decided to send us to a private school. However, I was still influenced by my mother's nurturing way and the environment that she had provided. I was the third oldest, and the oldest girl, in a large and growing family. There were always children around in my household. Babysitting and helping my mom was a full-time job and I loved it. Now, coming from a family of thirteen kids, I have a love and understanding of children. Working with them is something that just comes naturally to me since it was what I knew when growing up. My mother and my family background is what started my love for children and sparked my love for education.

It was not later in my education that I experienced a teacher who is the perfect example of what a teacher should be. My high school history teacher is an amazing person and a spectacular educator. He, unlike a lot of teachers that I had had in the past, took the time to know me as an individual. This was right during the time where I had little interest in school and was just doing enough work just to get by. He got to know me, just like he did with all the students, who we were, what we liked, and our family backgrounds. He understood me as a person, and I found myself spending so much time studying for his texts and doing writing assignments just so that I could do my best. I started to enjoy school and realized that it was not as hard that I was telling myself, as long as I put the work. Because of this, there was a change in all my grades in classes and my view on education.

Later, when we were being assigned volunteer jobs in the community, this same teacher asked me if I would be comfortable with going into the local Head Start to spend a week there with a preschool classroom. This teacher knows exactly what he was doing by putting me in that setting. I had never really thought about going to college to get a degree in education, but after I step into that classroom that week, it changed my life. Being there was natural for me, I was more comfortable then I thought I would be. Later, when I went to thank my high school history teacher and talk about my experience. He told me that he wanted me to have that experience because he says an educator in me. He figured that based on my love for children, my family experience, and just the way that I acted I would fit perfectly in this setting. This way a beautiful blessing for me and a step in the right direction. After that, I spent a lot of my off periods working in the elementary classrooms in the school that I went to.

Throughout my education, I never really saw myself as a teacher. However, there were different experiences and people in my life who have help to develop different skills that have to

lead me to realize my calling as an educator. These experiences have contributed to bringing out something that I think was inside of me my whole life. Being in a classroom is one of the most natural things that I do, and there is a lot of joy that comes from interaction with the students. I cannot wait till the day that I have my classroom and my group of young minds to help grow and nurture.

Appendix B

I will give them a sheet that asks for their name, nickname, birthday, and age. Next, I will want to know what they like to do outside of school and ask a little about their family. Following this, I will ask them a little about

Appendix C- Classroom Management Plan

1. Establish positive relationships among all learners.
 - a. It is important for any relationship that both individuals have an understanding of who each other is. Therefore, I would start out every year by introducing myself to my students. I want them to feel comfortable with letting me know who they are so I will share with them all tile about my life. I will continue to do this throughout the year. Sharing with them stories and things that I enjoy doing. I want this to encourage them to be open with me in order to allow them to build a trusting relationship.
 - b. Seeing the students as individuals. Just as it is important for them to get to know you, you need to get to know them. Therefore, I want to have open communication with my students. Therefore, I will be available for them during free time, like snack and morning time to talk. Also, I want to have a communication flow with my students. Therefore, I will invite them to write to me in their journals when they have free writing time.
 - c. Allow students to be able to share their experience and work. I want students to be able to talk in on of their classmates and students comfortable therefore I will invite them to hire, work, writing, and appropriate/related experiences in front of the class.
 - d. Attending students school related extracurriculars. This shows students that you care about them by taking the time to come to games, plays, and concerts. It supports and encourages them to work hard and be successful.
2. Prevent attention-seeking and work-avoidance-behaviors
 - a. For students who blurt out or are disruptive to get your attention have a code that only the student and teacher know. Example when they blurt the teacher will tug on their ear. This will not allow the student to get the attention that they are seeking by blurting and the others students have no clue that it is happening. This can also be tracked to help set goals for the students.
 - b. I am a firm believer in giving student choices. Therefore, if students do not want to do their work during the given set time, they can choice to do it during a different time that they would rather be doing something else.
 - c. Be consistent with rules and punishments. Hold this student accountable for their actions. But this also goes the other way, when they are going what they are supposed to stay consistent wit noticing their actions and telling them they are doing good.
3. Quickly and unobtrusively redirect misbehavior once it occurs
 - a. Every student starts out with ten chips at the beginning of the week. If they misbehave the return a chip. If they are extra helpful, they get a chip. As the week goes by students can lose and gain chips based on behaviors. On Friday, they count their chips. IF they have ten the get a simple reward. If not then they know that they need to work harder next week. I particularly like how students can work their way back up and how it gives the visual of how their week went.

- b. Redirect the student by putting their attention on another student who is doing the job and behaving. An example, rather than giving attention to the student who is not sitting the right way focus in the student who is by praising their action.
 - c. Having student leave that area for a while or have them come “be your helper” to direct them away from misbehaving.
 4. Stop persistent and chronic misbehavior with strategies that are simple enough to be used consistently.
 - a. Track the student's behavior throughout the day. Have a sheet split up into different times during the day and when they act up document it. This will also help later on why trying to understand why the student is behaving they way that they are.
 - b. Praise the student when they are doing what they are supposed to. When they are acting the right way make sure that they know you notice them a simple “I like how you are doing your job right now and focusing” works.
 - c. Set up a meeting or call parents in order to get their input on their child. Work with the parents to come up with a plan that will help the student to succeed. Be in continued communication with the parents and always make sure to update them about the good as well.
 5. Teach self-control
 - a. Have the students have to participate in different activities that have the students have to take turns. This can be simple things like students taking turns sharing about how their weekend was.
 - b. Create an environment where the students are able to make choices on what they want to so.
 - c. Give the students timely reminders. Continue to remind them of the rules and the prices so that they are always in their heads.
 6. Respect cultural differences
 - a. Have every student go home and find their different cultural strategies. Once students know that help them to research a little about where they came from and shared with the class. Also, have a map pinned all the different places that students strategies come from.
 - b. Allow students who are from different cultures to share their experiences with the class. Example: when talking about the holiday of Christmas ask the student who forms Peru to share how people from their culture celebrate Christmas.
 - c. Bring different cultural experiences into the classroom. Exposing the students to different foods, music, dress, and cultural differences in a positive way.

Appendix D

Common Core

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Common Core is a highly debated subject in the education world and is talked about by my teacher, parents, lawmakers, and anyone who is affected by education, therefore everyone. There are a lot of opinions out there about whether Common Core is good for our education system or whether or not Common Core has been detrimental to our education system. This being said it is important to have the proper understanding of what something is before forming an opinion about the matter. The Website self-provides a variety of information about what Common Core is and what the expectations are for Common Core about the educational system.

Within the area “Learn Why Common Core is Important for Your Child” there is a variety of information. There is also a short entry on what parents need to know about Common Core. There is information here on what the purpose of Common Core is and what their children are using it in school. It talks about how it is beneficial for the future success of their child. That is what was created through the declaration of teachers and experts. To help students to be able to develop a variety of skills that are necessary for the future. In the end, this page directs parents to different articles where they can get more answers to their questions that they might have about Common Core.

Also, it helps that there is a section that takes about all the myths that are going around about Common Core. This contributes to explain what people are saying that is not based on facts. It also helps to direct the readings thinking in order that they can have a clear understanding about what Common Core. This page is organized in order to help people be able to go straight to where the issue is. It is split up into general, different learning areas, the process, and how it is implemented. This area helps to answer a lot of the basic questions about Common Core and is a good starter to get a general understanding of what Common Core, through talking about what Common Core is not.

After this, the next section is “Explore the Common Core.” This section is all about what Common Core is. Not about what it does or why it is important for education to what the Common Core Standards are. This section talks about how they were created and what the expectations are the standard when implanted properly. It breaks that standards up into English Language Arts/ Literacy Standards and the Mathematics Standards. Within this section, there is more advanced information breaking what those particular areas look like. There is a variety of tabs about different grades and specific studies. Not to mention, it lists out what each standard is for each grade level. It also provides a variety of information about English Language Learners when it comes to the standards. This particular area has a wealth of information about what the standards are and breaks them down. Also, there is a variety of different resources about Common Core Standards. There is a list of different hyperlinks to help people further expand their knowledge about what Common Core Standards are, where they came from, and what they look like in depth.

The last section is “Understanding how The Common Core was Created”. Here it breaks up the process of what it looked like when the individuals were putting Common Core together and the steps that they took to get what. This is broken up into what each year looked like in planning the Common Core Standards. It starts in 2007 and moves down through the years to 2015. This article states what happened in particular months in the given years and how the Common Core was developed throughout the years. As of 2015 42 states have officially adopted and implemented to Common Core Standards in their educational system.

Lastly, there is a list of frequently asked questions that people would have about the Common Core System. This is broken up into the overview into a variety of different sections. There is the overview, the process, implementation and future work, along with content

and quality of the standards. Here people can see what are the common questions that people have about common core and can be directed to the quick answer to their question.

All together there is a large variety of different information that can be found on the Common Core website. It is very organized and informative about what Common Core is and where it came from. For me, I learned a lot of different information about what Common Core is, where it came from, and why it is important.

Appendix E**SOLAR LESSON PLAN FORMAT****Age Level: 2nd Grades****Subject(s) Area: Informative Writing****Materials Needed:****Standards:** W1.2. -Write opinion pieces.

- a. Introduce the topic or book they are writing about.
- b. State an opinion.
- c. Supply reasons that support the opinion.
- d. Use linking words (e.g., because, and, also) to connect opinion and reasons.
- e. Provide a concluding statement or section.

2.4.1- Identify how plants and animals are alike and different (e.g., in the way they look, in their behaviors)

2.4.2- Identify various things that are found in different environments (e.g., cactus, lizard – desert; shark, coral- ocean)

Objectives: Students will research and write about a specific animal of their choice, introducing their animal, describe its physical characteristics, talk about where it lives, talking about its diet, and finishing with a concluding statement using three paragraphs and 100% accuracy.

Learning Activities:

Opening Element: Have the class talk about what their favorite animal is with the elbow partner.

Reflective Questions: What animal are you picking? What are some things that you are excited to learn about your animal? What do you already know about your animal?

Instructional Methods:

- **Prewriting:**
 - The students will choice, based on what names are pulled from the name jar, an animal for the list on the website Ducksters. No students are allowed to double up on their animals. This will overlap with what they are learning in science about animals: habitat, diet, and characteristic.
 - Students will research using information from the library or the article found on Ducksters. (link: <http://www.ducksters.com/animals.php>)
 - SKILL: researching and organizing notes
 - To help students keep their information organized they will use the graphic organizer below:

Name: _____

Animal Research

Animal Name: _____

Picture of Animal: _____

Where does this animal live?

How big is this animal and what does it look like?

What does this animal like to eat?

Interesting Fact #1 – _____

Interesting Fact #2 – _____

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- **Drafting:**
 - SKILL: Using their own words and writing sentences using adjectives and adverbs
 - Students will put each paragraph on a different sheet of paper skipping lines to make it easy to make edit marks.
- **Revising:**
 - SKILL: Making sure that there is capitalize and punctuation. Along with using transition words.
- **Editing:**
 - Students will go back through their paper and edit it. Also, changing it to make it sound better. Following these students will rewrite, each paragraph on a different sheet of paper, and turn it into the teacher to edit. After this student will type up their lesson to Google documents to be shared with the teacher and the class.
 - SKILL: re-reading and re-writing
- **Publishing:**
 - Students will have a three-paragraph report about their animal. They will have options on how they will share this with the class.

Technology: The website <http://www.ducksters.com/animals.php> to help the students to research about their animals. Google Documents to help the students create an electronic copy that is easily assessable.

Required Vocabulary: Research, plagiarism, organized, paragraph, Ducksters, and Google Documents

Differentiation: The students who are down early with their research will be able to peer lead other students to help them to be able to finish their research topic. Students will be able to pick a variety of different ways that they choose to use share their findings with the class. Students can either create a poster board or presentation showing the areas that they researched or they can create a visual representation (like in shoe boxes) that represents that areas of research.

Collaboration: Students will share their final product in small groups with the class. And their class members will evaluate their peers.

Wrap-Up: Students will share what they learned with the class in small groups using their visual representation.

Assessment: Students will be assessed on their work throughout the assignment. The student will have checkpoints that they will have to complete throughout the writing process. After that, the students will be assessed on their final paper and their final.

Reflection:

Appendix F

RI.2.2-Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

1. Getting interested and attention
 - Using the picture and the title of this test what do you think we are going to be reading about?
2. Diagnosing and checking
 - What are some ways we can find the main idea within the texts?
3. Recalling specific facts or information
 - After reading the text, what is the main idea?
4. Managing
 - Did you all use your graphic organizer to help you find the main idea and write down the important information
5. Encouraging higher-level thought processes
 - What are some other things that you know about this topic that was not in the text?
6. Structuring and redirection learning
 - Can you write a summary of what you learned from this text?
7. Allowing expression of affect
 - What are some questions that you have about what we read?

Appendix F**Subject Area:** Physical Education**Grade level:** 3rd Grade**Activity:** Catching**Materials Needed:** Koosh Balls, Ipads**Standards:**

S1. E16. 3 - Catches a gently tossed hand-sized ball from a partner, demonstrating four of the five critical elements of a mature pattern.

S1. E13. 3 - Throws underhand to a partner or target with reasonable accuracy.

Objectives:

- The student will be able to show understanding of the steps needed to catch a koosh ball that is thrown to them underhand.

Learning Activities:

Warm-up: Students will run laps for one song. Students will run one lap while bouncing a ball off the wall, throwing the ball underhand against the wall.

Instructional Methods: How to catch a ball

1. Look- watch the ball, eyes ready
2. Ready position- feet are shoulder width apart, knees flexed,
3. Reaching- fingers spread and pointing down or up depending on the position of the ball.
4. Catching with hands- only use hands
5. Bring ball in

This will be done through modeling by the teacher as they are talking about what is needed for a student to demonstrate the proper way to catch a ball. After that, the students will all model the actions needed before they go off in groups to work in groups of two.

Anticipatory set: The students will pair up in groups of two's and work on passing a koosh ball back and forth while using proper catching technique. The students will first pass the ball underhand, next the students will pass the ball overhand.

Main activity:

Cool down: Get into groups of four (two partners working together), use the iPad to take a video of each person catching the ball. In small groups watch the videos and talk about the different steps that the students used and ones that they can work on.

Reflective Questioning: Why is it important to know how to catch a ball? What steps did you see me using when modeling? What are some areas that you can work on?

Vocabulary: Catching, underhand throw, and each step that the students need to demonstrate.

Differentiation: Use a bigger ball for students who struggle with hand-eye coordination.

Assessment:

Use the videos that the students took to assess the student's abilities to catch a ball that is thrown to them.

Appendix G

SOLAR LESSON PLAN FORMAT- FOUR SEASONS

Age Level: 2nd

Subject(s) Area: Art and Science

Materials Needed: Tree print offs, variety of art supplies-

Standards:

4.1.2 Know the different techniques* used to create* visual art.

4.1.6 Use visual art materials and tools* in a safe and responsible manner.

2.1.3 Identify changes that are slow (e.g., human development) or fast (e.g., plant growth).

Objectives:

Students will use a variety of art supplies to create a visual piece of art that represents the visual changing of trees during the season.

Learning Activities:

Opening Element: Do you guys remember when you talked about how seeds fall, and plants grow, you talked about the life cycle of a plant. Today, we are going to work on creating an art project that will show the changing of the season using the leaves on a tree.

Instructional Methods: The students are going to learn a variety of different ways to use art supplies to show the changing of seasons. After the teacher models what to do the students will work through creating four different seasons (winter, spring, fall, and summer).

The students will first watch the teacher model each method that is going to be used for each season. The teacher will quickly model on the tree how they will complete the activity and the directions that they will need to know about the process (Listed Below). After this, and any clarification that is needed, the students will be put into four groups (5 in three and 6 in one). After this, each group will rotate from each table, which will be based on a particular season with the given materials provided at that table. Each group will have 8 minutes at each table, with 30 seconds to clean their area and be ready to rotate. Before, switching to the next table, the students will put their art on their desk to dry and so that it is out of the way.

Winter:

For this season, the students will use glue and white glitter to represent the winter tree. For this, the students will use a paintbrush to apply the glue to the tree. The students will not cover the whole tree in glitter and should be reminded that it is a bare tree covered with snow. Afterward, they will dump the glitter flakes on the paper to have it stick. The student will need to be reminded that where they put glue is where the glitter is going to stay. Also, to keep down on the mess, the students will use large pieces of paper as a mat to catch the glitter that falls off to their tree. After they are done, the students will be able to put the glitter back in a bowl to minimize mess.

Spring:

For this season the students will be using color pencils to represent what a spring tree would look like. The students will have different colors of green, pinks and purples. They will draw a variety of scattered leaves and buds on the tree. This will be done with open spots to show that the tree is just starting to get leaves so that it is not fully covered yet.

Summer:

For this project, the students will use a variety of different shades of green paint and Q-tips rubber banded together to represent a fully bloomed summer tree. The students will be instructed to put a light amount of paint on the Q-tips and dab it on the areas where they want the paint to go, remembering that they will want to leave some areas for the branches to poke through and that they should not use large amounts of paint.

Fall:

For this season, the students will use paint in a variety of red, orange, and yellow colors. They will apply the paint to the paper using a ball of tin foil to help give a look of scarcity for the trees. The students will be able to mix the colors that they put on the tin foil to get a variety of color when they apply it to the paper.

Technology: Have an image of what the four different seasons on real trees projected up on the board. Also, have music playing in the background to help students remember that art time is a time for them to be quiet and focus on their projects.

Required Vocabulary:

Wrap-Up: Once we are all done with the trees the students will put their signatures on the piece of paper that will be hung in their trees. Along with that, they will pick a direction that they want their trees to be hung on a piece of black paper, either horizontal or vertical. They will write their names on the back of the paper going the direction that they want it to be mounted.

Assessment:

Formative: The students will be assessed during the lesson on their answers to the questions and how they work through each station.

Summative: The students will be assessed on their final art project and how well they followed direction in using the materials and creating their visual art piece.

Reflection:

Appendix H

Name: _____

Science Test

Directions: Answer by circling **True** or **False**. For answers that are false write the correct answer below the questions.

1. True/False- A habitat is the natural home or environment of an animal, plant, and another organism.
2. True/False- An animal's diets is what time they like to go to bed?

Directions: Circle all that are true to the questions.

Note: Maybe more than one answer.

1. All mammals:
 - A. Have a backbone
 - B. Sleep in the night
 - C. Are warm-blooded
 - D. Have hair//fur on their body
 - E. Produce milk
 - F. Eat insect
2. A place that an animal lives:
 - A. Habitat
 - B. Environment
 - C. Natural Home
 - D. Diet
 - E. Nocturnal

Directions: Match the animal with its classification.

Columns AColumns B

Snake

Mammal

Lady Bug

Amphibians

Frog

Insect

Ape

Bird

Seagull

Reptile

Directions: Use **one** or **two complete** sentences to answer these questions about your animal research.

1. What was your animal that you researched?

2. What were some characteristics of your animal?

3. What is one thing that you learned from the research?

Name: _____

Writing Process Test

Directions: Answer by circling **True** or **False**. For answers that are false write the correct answer below the questions.

1. True/False- All papers should start with a hook to get the reading engaged.
2. True/False- It is not important to revising any writing before you publish any work.
3. True/False- It is ok to plagiarize when researching for a paper.

Directions: Find the sentence that is correct.

1. What one has the right punctuation?
 - A. Where does a frog live!
 - B. What does a dog eat?
 - C. Why do bats sleep during the day?
2. What one has the right capitalization?
 - A. The Dog is a Great Pet!

- B. Turtles are the CUTEST ANIMALS EVER!
 - C. Tadpoles are part of a frog's life cycle.
3. What sentence sounds best?
- A. Dog run to people
 - B. The elephant was hungry.
 - C. He likes the pet cat.

Directions: Fill in the blanks using the key above. (Word can only be used once)

Word Bank:

Revising Draft Publishing Prewriting Editing

The writing process is:

1. _____

2. _____

3. _____

4. _____

5. _____

Directions: Use **one** or **two complete** sentences to answer these questions about you're the writing process.

1. Show me an example of a good sentence using punctuation, capitalization, and adjectives.

2. Show me an example of a good sentence using punctuation, capitalization, and adjectives.

Content Outline	Knowle dge	Comprehensio n	Applicat ion	T otal:	%
Students will research and write about a specific animal of their choice			2	2	8%
Student will understand the writing process	5			5	20%
Student will demonstrate knowledge of characteristics of animals	2	5		7	28%
Students will show understanding of information found during research			1	1	4%
Students student will show understanding of good righting.	2	3	5	10	40%
Total:	9	8	7	25	
%	36%	32%	28%		100%