

## Sample Capstone

### American Symbols and Monuments

1st Grade

February 8, 2011-March 17, 2011

#### Section 1: Introduction

The symbols and monuments of the United States are a great way to introduce young students to fundamental beliefs and ideals of our country. They are easily accessible and provide an interesting avenue in which to explore history, citizenship, language arts, and math. With this unit students will learn about the American Flag, the Pledge of Allegiance, the Bald Eagle, the White House, Mount Rushmore, and the Statue of Liberty. They will learn about the history and symbolism that comprise each one of these important aspects of our country. In doing so however, they will learn what it means to be a good citizen. They will learn how we respect and honor those who have served our country in various capacities, and why the freedoms we possess are worthy of our protection.

Exposing young learners to these themes lays the foundation for the development of a deeper and more comprehensive understanding of the intricacies of our government. Students begin to see the way that symbols are used in everyday life from marketing to the way that each of us presents ourselves to the world.

#### Section 2: Community, School, and Classroom Setting

The community in which I am conducting my student teaching is Cheyenne, Wyoming. With a population of approximately 55,314 according to the U.S. Census Bureau website, Cheyenne is the largest city in Wyoming. Laramie County School District-1 has a total student population of 13,000 ([www.laramie1.org](http://www.laramie1.org)). This city would be considered urban in comparison to other cities in the state. I have been placed at Hobbs Elementary and according to the last updated profile information listed on their school website there are 479 students that attend this K-6 school ([www.hobbs.laramie1.org](http://www.hobbs.laramie1.org)). Within this population there are approximately 8 students classified as American Indian/Alaskan Native, 8 as Asian/Pacific Islander, 14 as African American, 47 as Hispanic, and 402 as white. It is important to note that the last time this profile was updated was in January of 2009, so these numbers have mostly likely changed slightly in the last two years.

In this district there they offer a grant to each school for class reduction that can be used for one grade level. At Hobbs they have chosen to reduce the class sizes in first grade by adding one teacher. The classroom that I am in has 16 students of which 9 are male and 7 are female. Two of my students are Hispanic, one student is of African American descent, one student is Puerto Rican, one is Native American, and two were adopted from China when they were infants. We have one student on an IEP for speech who has also been referred to the Building Intervention Team (BIT) for determination of other possible special education services, and 1 student that is albino. This student requires seating at the front of the room because of vision issues, and must wear sunglasses at recess. During the warmer months sunscreen is also required when this student goes outside. Three of my students are

receiving CLIP (Collaborative Literacy Intervention Project) services that take them out of the room for thirty minutes a day in which they receive intensive literacy instruction. I would characterize the overall socio-economic status of the students in my class as middle-class, with only a couple of my students as lower-middle class, and there are no English Language Learners in my classroom.

The concerns I have for classroom management center around the needs of specific students. One student is emotionally fragile and requires choices within daily instruction. From what we can gather the behavior issues that are evident stem from situations within the home that carry-over into the school day. This student requires specific reinforcement that does not use qualifiers such as good, perfect, or right. My concern with this student is being able to avoid meltdowns, while maintaining productivity. Another student has behavioral issues that manifest in such ways as hitting other students and refusing to participate during writing. A behavior chart has been created that charts this student's appropriate or inappropriate behavior through every subject/recess of the day. My concern is being able to keep track of and monitor this student's actions while managing the rest of the class. There are four other students who require a fair amount of scaffolding and my concerns with them center mainly on providing a variety of scaffolding techniques to support their specific learning needs.

I am fortunate to be in a classroom that has a SMARTboard, as well as a document camera. I am planning on using the SMARTboard during almost every lesson of my capstone project. I will scan in and upload the pages that students will be working on so that I can model for them what my expectations are. I can also print the work we do on the SMARTboard for those students who are absent and will need to catch up or those students who do not complete their work as quickly as the other students. I plan on showing videos, and websites about the various symbols we will be studying. I am not sure yet if I will be using the document camera for any of my instruction. With such a small class, students are able to sit close enough to see the pictures in the books I will be reading, or gather around the reading table when I model the making of their flags, and how to play the Statue of Liberty game. The overall layout of the classroom is well-organized with a small group reading table, computer area, and whole group meeting area. The arrangement of desks varies depending on the week. Sometimes student desks are in groups of four, and sometimes they are in groups of eight. My cooperating teacher does not use a desk, instead she uses the high countertop in the classroom. This works well and offers more space for the student desks and work areas.

### Section 3: Meeting the Wyoming Common Core Standards

**Social Studies Standard 4:** Students demonstrate an understanding of the people, events, problems, ideas and cultures that were significant in the history of our community, state, nation and world.

**4.1:** Students cite two examples of National symbols—i.e. Statue of Liberty, eagle, Liberty Bell, United States Flag

**Objectives:**

Create a book that discusses six U.S. symbols or monuments detailing the name, location, and two facts about each one

Write a pledge of their own and explain why it is important

Draw a symbol that they feel represents how they are employing what they have learned about how symbols are objects, or songs, etc that stand for something else

Share with the class a speech they have written about a symbol, monument, or song that is different from the ones we covered in class, sharing the name, location and four interesting facts

Create their own American Flag with the correct number of stars and stripes

Share with a partner facts that they remember about the symbols we have studied, and recite the Pledge of Allegiance, while playing the game *My Trip to the Statue of Liberty*

Take a test in which they will be asked to match a picture of each symbol we have studied (6) to the correct printed name by drawing a line between the two and write two relevant facts about two of the symbols we have studied in class

Follow step-by-step directions to create a cupcake glyph that represents aspects of who they are

Recognize the correlation between the symbolic nature of the cupcake glyphs and the symbols we have been studying in our unit

Correlate the use of symbols used by our government to the use of symbols used in pictographs to represent data derived from their classmates

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

**To meet this language standard, students will:**

Write their own pledge regarding how they will be a good citizen, explaining why it is important to them, and employing their "Writer's Eye": Capital at the beginning of each sentence, punctuation at the end of each sentence, all other letters are lowercase, appropriate amount of space between words, and best handwriting

Utilize their "Writer's Eye" to make sure that they have used proper writing conventions while explaining their symbol and why it represents who they are

**Mathematics Standard 5: Data Analysis and Probability**

Students use data analysis and probability to analyze given situations and the results of experiments.

MA1.5.1 : Students collect and classify information to create graphs with pictures and report data in problem-solving situations.

1.MD.4(Organize, represent, and interpret data with up to three categories ...)

MA1.5.2 : Students communicate conclusions about a set of data using graphs with pictures.

1.MD.4(Organize, represent, and interpret data with up to three categories ...)

### **To meet this math standard students will:**

Create a whole class pictograph that represents the number of boys vs., girls in the class, as well as the number of students who would or would not like to be president one day

Construct an individual pictograph using the mini-cupcakes provided to show how many students in their class would like to be president one day and how many would not.

Create a whole class pictograph that represents the number of boys vs., girls in the class, as well as the number of students who would or would not like to be president one day

Construct an individual pictograph using the mini-cupcakes provided to show how many students in their class would like to be president one day and how many would not.

Answer a series of questions, using the pictograph that they construct

Gather data as a class about which monument each student would most like to visit someday

Organize an individual pictograph using the mini-pictures of the monuments provided to show how many students would most like to visit each of the monuments

Purpose a relevant question that is different from the ones provided that can be answered using the data on the pictograph

Create a whole class pictograph that represents the number of students in the class who would like to visit Mount Rushmore, the Statue of Liberty, or the White House someday

### Section 4: Assessing Student Learning

A. Pre-Assessment: The techniques that I will use to pre-assess my students understanding of the social studies, language arts, and math standards that we will be covering will be a whole class K-W-L chart, asking questions, writing assignments, creation of whole class graphs, individual graphing and questioning, and written tests. These will provide me with the information I need regarding what students already know or think they know, what they are interested in learning about, and whether or not they are able to apply what they know.

B. Formative Assessment: During the time that students are given to practice independently I will at times walk around the room and confer with individual students, or at other times position myself in a specific location in the classroom and have students meet with me to talk about their work and answer their questions. At the beginning of each lesson I will ask students to turn-and-talk with a neighbor sharing with them what they remember about the last symbol studied, or about the last graph that we created. During this unit students will use a workbook that I created that has a page for each symbol. On this page they will write the name, location, and two interesting facts that they learned. Reviewing their workbooks will allow me to track the development of their learning, while providing them with a

framework with which to organize their information. We will also be adding information to the Learned column of our K-W-L chart as we progress through the unit.

C. Summative Assessment: The main form of summative assessment that I am using for the Social Studies portion of my unit will be a written test that is similar in format to the pre-assessment test that I will give at the beginning. Students will be asked to match a picture of each symbol to its written name, and then they will pick two symbols that they feel they are most familiar with and write the name and two relevant facts about them. For the Language Arts portion of my unit I will have students generate a second piece of writing that describes a symbol that they have created to represent who they are, and that piece of writing will be graded using a rubric that contains the components of the "Writer's Eye." Finally, for the math standard I am using in my capstone unit I will have my students recreate a graph that we will generate as a class on a worksheet that I will provide. Students will then have to answer a series of questions listed below the graph that they organized.

### **Unit Goal**

As a result of teaching this unit I want my students to be able to identify at least six symbols that are used to represent the United States and be able to state at least two relevant facts about two of them. I want my students to learn what a citizen is, because part of understanding the nature of the symbols we will be studying is creating an understanding of what it means to be a good citizen i.e. being kind, following the rules, and respecting their country, and why this is important.

I want my first graders to be able to apply data generated by their classmates about who would or would not like to be president someday, and which monument they would most like to visit in the future to a pictograph. I also want them to be able to ask and answer questions that pertain to the graph that they generated. In doing so, I want them to gain an understanding that symbols are used in a variety of ways and are used to communicate information. Throughout this unit students will also apply grammatical conventions to their writing that are relevant to this grade level, i.e. capitals at the beginning of their sentences, proper end punctuation, proper spacing, and neat, legible handwriting.

### **Lessons**

Throughout the course of my social studies unit I will be incorporating mathematics and language arts in multiple forms within my lesson plans. Students will be organizing, representing, and interpreting pictographs based on data generated from the class. Objectives, instruction, and assessment will be aligned with the math standard that I have chosen which correlates to graphing. In addition students will be using tally marks as a way to gather data, and practicing their addition math facts while playing a game about visiting the Statue of Liberty. I have not added the

standards that correlate to these specific skills, but I will be using them as a way to formatively assess student learning results of which will inform instruction during their regular math time.

Language arts, like mathematics can be easily integrated into social studies in many authentic ways, as I have done in my lesson plans. During every lesson students will have the opportunity to practice using their 'Writer's Eye' which includes, capitalization, use of punctuation, appropriate spacing, correct letter formation, and neat, legible handwriting. They will do so by writing in a workbook the name, location, and two facts about each symbol. They will also conduct writing on what it means to be a good citizen, and on a symbol that they create which represents a part of who they are. The first of these will be used as formative assessment, and the last two will be used as pre and summative assessment writing samples. Students will also have the opportunity to write about why they love America during the Cupcake Glyph lesson.

The integration of subject matter, while requiring careful thought, and planning increases the interest and scope of instruction and learning. Students benefit from the chance to experience interconnected content areas instead of compartmentalized content area instruction. This type of instructional planning also allows for diversified and varied instruction which benefits the whole child.

United States Symbols and Monuments  
Lesson #1-Overview and Pre-Assessment

Name:

Subject: Social Studies

Date: February 8, 2011

Grade Level: 1<sup>st</sup>

**BIG UNDERSTANDING:** I want students to be able to identify two symbols or monuments of the United States and be able to tell the location and two facts for each.

**MATERIALS NEEDED:**

Red, White, and Blue butcher paper

Markers

Pictures on the SMARTboard of the symbols and monuments to be studied: the Flag, the Pledge of Allegiance, Bald Eagle, White House, Mount Rushmore, and the Statue of Liberty

16- *My U.S.A Symbols and Monuments* workbook

16 print-outs of the 'W' part of the K-W-L chart created during pre-assessment for each student's book

**WYOMING SOCIAL STUDIES CONTENT STANDARDS AND LESSON OBJECTIVES:**

**Social Studies Standard 4:** Students demonstrate an understanding of the people, events, problems, ideas and cultures that were significant in the history of our community, state, nation and world.

**4.1:** Students cite two examples of National symbols—i.e. Statue of Liberty, eagle, Liberty Bell, United States Flag

**To meet this social studies standard, students will:**

Create a book that discusses six U.S. symbols or monuments detailing the name, location, and two facts about each one

Write a pledge of their own and explain why it is important

Draw a symbol that they feel represents who they are

Share with the class a speech they have written about a symbol, monument, or song that is different from the ones we covered in class, sharing the name, location and four interesting facts

**ENGAGEMENT:** I will start this lesson by sharing with the students the title of the unit we will be studying, United States Symbols and Monuments. I will then introduce them to the idea of the K-W-L chart that we will be using as we begin our unit. We will discuss what each letter means, K is what we know about symbols and monuments, W is what we wonder about them, and L is what we have learned about them. The K-W-L chart will serve as the pre-assessment piece for the entire unit. We will continue to refer back to it adding to the L column as we move through the unit. Students will also be given a printed copy of the chart with their responses to the K and W columns. They will fill in the learned column and the sheet will be one of the pages placed in their finished book.

Next I will draw on the SMARTboard symbols that the students may be familiar with such as a yellow M on a red background for McDonald's, or a red bulls-eye for Target, and ask the students if they can tell me what these symbols represent. I will also ask them how they are able to tell what they mean when there are not any words on them. As they share their answers I will help guide them to the idea that these are symbols meant to represent or stand for something and that there are other symbols that are used to represent our country.

**INVESTIGATION:** During this portion of the lesson I will display the pictures on the SMARTboard of the symbols and monuments that we will be studying one at a time. I will ask students what they know about the picture. As they share what they know I will write their responses on the chart paper under K.

I will then ask the students if there is anything that they want to know or wonder about with that particular symbol. I will write these questions or wonderings in the W column. This will be done for each of the six symbols. These first two columns will help to drive the majority of my instruction.

The third column or the L column I will explain to the students will be filled in as we continue through our unit. This will be one of the forms of formative assessment that I will utilize. I will refer back to it at the end of each lesson, adding what they have learned and discussing what it is that they still wonder about.

**EXPLAIN AND CLARIFY:** After we have completed our K-W-L chart I will ask the students to return to their seats where they will complete an individual pre-assessment test about the symbols and monuments of the United States. This pre-assessment will give me more information about what each student knows, what misconceptions they may have, and what the areas I need to focus on in my instruction are. The pre-test will have a picture of each symbol plus the Liberty Bell (this is be one of the symbol choices they will be given to research and give their speech on), and will list the names of the symbols underneath in a random order. Students will be asked to match the picture to the name by drawing a line from one to the other. The last part of the test will ask students to tell me what they know about U.S. Symbols and Monuments. I am anticipating a 1-2 sentence response to this question.

The main form of summative assessment will come at the end of this unit and will be a traditional written test. This test will be similar to the pre-assessment test with the matching of the picture of a symbol or monument to its correct name, but instead of asking the students to share what they know in general about the symbols and monuments students will list the name, location, and two facts about two symbols or monuments of their choice.

**CLOSURE:** I will end this pre-assessment/introductory lesson by explaining to the students that there are many ways in which we as citizens of the United States show our loyalty and respect to the country, through symbols, songs, and monuments dedicated to those who have served this country well. It is our job as citizens to recognize these things and to remember why they are important.

**TEACHER NOTES:** What needs to be modified in the next lesson in order to address some of the wonderings the students came up with in the pre-assessment?

\*I am glad that I had the students do an individual pre-assessment test because it turns out that some of them were unfamiliar with the concept of matching a picture to the correct name. I feel better knowing that this will not be a new concept for the students when they take the end of the unit test.

\*The pacing of this lesson was perfect. The students were engaged the entire time and all of them shared at least once if not multiple times.

\*There are a lot of interesting questions filling the 'Wonder' column and we will make a point to address them throughout the course of this unit.

## United States Symbols and Monuments

### Lesson #2

Name:

Subject: Social Studies

Date: February 10, 2011

Grade Level: 1<sup>st</sup>

BIG UNDERSTANDING: I want my students to be able to identify the American flag and two important facts about it.

MATERIALS NEEDED:

Chart paper

Construction paper: 16 sheets of white, 96 strips of red, 16 blue squares, white crayons,

glue

16- *My U.S.A Symbols and Monuments Book*

Books:

Behrens, J. (2009). *What is the story of our flag?* New York, NY: Children's Press.

Brimner, L. D. (2002). *A flag for all.* New York, NY: Scholastic.

Rogers, S. (n.d.). *Our first flag.* New York, NY: Macmillan McGraw-Hill.

WYOMING SOCIAL STUDIES STANDARDS AND LESSON OBJECTIVES:

**Social Studies Standard 4:** Students demonstrate and understanding of the people, events, problems, ideas and cultures that were significant in the history of our community, state, nation and world.

**4.1:** Students cite two examples of National symbols—i.e. Statue of Liberty, eagle, Liberty Bell, United States Flag

**To meet this social studies standard, students will:**

Complete the first page of their U.S. Symbols and Monuments book

Create their own American Flag with the correct number of stars and stripes

ENGAGEMENT: To begin this lesson I will read the story, *A Flag for All*, by Larry Dane Brimner to the students. The Big Idea in this story is that the flag symbolizes or represents different things for different people. I think this will be a great way to introduce not only the flag, but also the concept of what a symbol is.

After I have read the story I will ask the students what they felt the Big Idea of the story was, and what they think the word symbol means. I will have them turn-and-talk to the person next them sharing with them what the flag means to them. As a class we will come up with a friendly definition of the word symbol and write it on a post-it note that we will affix to the cover of the book. This will coincide with what the students are learning about in reader's workshop about leaving tracks of their thinking.

INVESTIGATION: I will then read to the class the book, *What is the Story of Our Flag?* by Janice Behrens. This will give the students more concrete factual information about the flag. As we read the story we will discuss the number of stars and stripes on the flag and what they represent and I will also share with the students other interesting facts about the flag and flag etiquette that are not covered by the book.

Students will then make their own flags out of construction paper, gluing on the correct number of red stripes in the correct order (alternating red and white), as well as drawing the correct number of stars on the blue field. I will give them step-by-step directions, and model for them how to put their flag together starting with the red stripes.

When students have completed this part of the activity I will bring them together as a group and have them come to the carpet with a clipboard and white crayon. I will provide them with the blue field that they will be drawing their stars on. We will discuss the two different ways that they can draw their stars, either as a snowflake or as a traditional star. We will also discuss how if they draw ten stars across the top and then line up the next stars underneath they will be able to keep track of the number of stars they have drawn by counting by 10's. If they randomly draw their stars they will have to count them by 1's which will take more time and may not look as nice.

Students will then glue the blue field onto the upper left-hand corner of their flag. The flags will be displayed in the classroom.

EXPLAIN AND CLARIFY: This portion of the lesson will be conducted on the second day of the lesson because students will need plenty of time to complete their flags. I will read the story, *Our First Flag*, by Stephen Rogers and I will have students share what they remember about the flag. We will add what we have learned to the L column of our K-W-L chart. I will then introduce students to the U.S. Symbols and Monuments book that they will be putting together. We will discuss the title page, the mini Wonder and Learned chart that is the second page of their book, and the page they need to complete for the flag. On this page the students will write the name of the symbol, the location of the symbol, which in the case of the flag could be their classroom, on top of the White House, at the Capital Building, at a baseball stadium, etc., they will draw a picture and write two facts about the flag, using complete sentences. For students who need a bit more scaffolding we will brainstorm some ideas and write them on the SMARTboard.

CLOSURE: At the end of the lesson I will invite the students to join me on the carpet, and have them each share one thing that they learned about the flag. I will remind students that the flag is a symbol of our freedom and that it is important for them to always be respectful of it.

TEACHER NOTES: Some students did not complete the Flag page in their My USA Symbols and Monuments book, so we will need to revisit any pages not completed during the wrap-up and review time scheduled the day before the summative assessment test.

Before the next lesson upload a copy of the symbols worksheet to SMARTnotebook so that as a class we can discuss and fill in the needed information. Some of the students could benefit from more scaffolding during this portion of the lesson.

United States Symbols and Monuments  
Lesson #3- The Pledge of Allegiance

Name:

Subject: Social Studies

Date: February 15, 2011

Grade Level: 1<sup>st</sup>

BIG UNDERSTANDING: I want my students to be able to identify the Pledge of Allegiance, and two important facts about it.

MATERIALS NEEDED:

Big Book: Banks, J. A., Boehm, R. G., Colleary, K. P., Contreras, G., Goodwin, A. L., McFarland, M.A., & Parker, W. C. (2005). *The big idea: What makes a good citizen?* In *People and places: Unit 3: Citizenship* (pp. 120-121). New York, NY: Macmillan/McGraw-Hill.

Schaefer, Lola. (2002). *Symbols of Freedom: The Pledge of Allegiance*. Chicago: Heinemann Library.

Highlighting tape

Sticky notes

*My USA Symbols and Monuments Book*

Clipboards

Pencils

WYOMING SOCIAL STUDIES STANDARDS AND LESSON OBJECTIVES:

**Social Studies Standard 4:** Students demonstrate an understanding of the people, events, problems, ideas and cultures that were significant in the history of our community, state, nation and world.

**4.1:** Students cite two examples of National symbols—i.e. Statue of Liberty, bald eagle, Liberty Bell, United States Flag

**To meet this social studies standard, students will:**

Complete the second page of their U.S. Symbols and Monuments book, listing the name, and two facts about The Pledge of Allegiance

**ENGAGEMENT:** To begin this lesson I will read the Pledge of Allegiance section from the big book: *The big idea: What makes a good citizen?* In *People and places: Unit 3: Citizenship Using highlighter tape I will highlight the significant words in the pledge and we will discuss what each word means, come up with a friendly definition, and write that definition on a sticky note. I will then read the book, Symbols of Freedom: The Pledge of Allegiance, which discusses in greater detail about the history of the Pledge of Allegiance.* (pp. 120-121).

**INVESTIGATION:** Students will then be asked to get a clipboard, a pencil, and their workbook, and return to the carpet. In the whole group setting I will have students share what they have learned about the Pledge of Allegiance and their ideas will be compiled in a list of complete sentences on the SMARTboard. I will then display a copy of one of the workbook pages on the SMARTboard and model what I would like to see in their work; nice and neat handwriting, and their two facts written in complete sentences. Once students have completed the writing portion of this lesson, they will draw a picture that they feel represents the pledge of allegiance (someone standing in front of a flag with their hand over their heart) in the box provided on their symbol page.

**EXPLAIN AND CLARIFY:** As students are finishing up their workbook pages I will have them meet with me so that I can check to make sure they have (1) completed their work, and (2) that they have done so correctly, meaning that they have used their best handwriting, and that the facts that they wrote down are accurate. If this happens to be the case I will talk to them about and remedy their misconception.

**CLOSURE:** I will have students meet me back on the carpet and I will have students share one thing that they learned about the pledge of allegiance. This will help to reinforce the information and will provide me with a means of formatively assessing their learning.

**TEACHER NOTES:** A couple of students were absent today so I need to make sure that they get caught up when they return to school.

United States Symbols and Monuments  
Lesson #4-Citizenship

Name: \_\_\_\_\_ Subject: Social Studies/Language

Date: February 16, 2011 \_\_\_\_\_ Grade Level: 1<sup>st</sup>

**BIG UNDERSTANDING:** I want my students to be able to identify the Pledge of Allegiance, and to be able to write a pledge of their own regarding what kind of citizen they want to be and why it is important.

**MATERIALS NEEDED:**

16-“I pledge” sheets

Big Book: *People and Places: Teachers Edition*. 120-121. (2005). New York: Macmillan/McGraw-Hill.

Banks, J. A., Boehm, R. G., Colleary, K. P., Contreras, G., Goodwin, A. L., McFarland, M. A., & Parker, W. C. (2005). Unit 3: Theme: Citizenship. In *People and places: Teacher's edition* (pp. 118-121). New York, NY: Macmillan/McGraw-Hill.

#### WYOMING SOCIAL STUDIES STANDARDS AND LESSON OBJECTIVES:

**Social Studies Standard 4:** Students demonstrate an understanding of the people, events, problems, ideas and cultures that were significant in the history of our community, state, nation and world.

**4.1:** Students cite two examples of National symbols—i.e. Statue of Liberty, eagle, Liberty Bell, United States Flag

**To meet this social studies standard, students will:**

Recall two important facts about the Pledge of Allegiance

**Common Core Standards for Language-Conventions of Standard English 2:**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**To meet this language standard, students will:**

Write their own pledge regarding how they will be a good citizen, explaining why it is important to them, and employing their “Writer’s Eye”: Capital at the beginning of each sentence, punctuation at the end of each sentence, all other letters are lowercase, appropriate amount of space between words, and best handwriting.

ENGAGEMENT: To begin this lesson we will say the Pledge of Allegiance, standing facing the flag with our hands over our hearts. I will then ask the students to turn-and-talk to a partner sharing with them two things that they learned about the Pledge of Allegiance during yesterday’s lesson. I will then have each group share out, but instead of having each student say what they remembered they will share one thing that their partner remembered.

Next, I will read pages 120-121 in the big book and ask a series of questions that are listed in, *People and Places: Teacher Edition*.

“How is Sue a good citizen?”

“What does Sue do to follow the rules?”

“What would happen if school children did not raise their hands before speaking?”

“How are all these pictures alike?”

“Do you do any of the same things or other things to be a good citizen in school? Tell about it.”(120-121).

INVESTIGATION: For this portion of the lesson I will explain to the students that we are going to be writing our own pledges. Students will be given a worksheet that says “My Pledge” and they will be asked to write a pledge using the prompt, “I pledge to be \_\_\_\_\_. This is important to me because\_\_\_\_\_.” Examples of the things they might write would include, a kind friend, a caring friend, respectful, honest, or to do my best in school. Some of the students in this class need

the extra scaffolding when it comes to writing so having them fill in the cloze sections of the two sentences will help them to be successful.

I will remind the students that this assignment will be graded using the Writer's Eye rubric so they need to make sure that they check for a capitals at the beginning of their sentences, that they are using appropriate spacing, that they use proper punctuation, as well as their best handwriting.

**EXPLAIN AND CLARIFY:** It will be important during this part of the lesson to be available for individual conferencing with students. I will sit at the reading table and have the students come to me with questions or concerns that they have about their writing. By staying in one place, facing the room I will be able to meet the needs of the students who need help while continuing to monitor the rest of the students.

**CLOSURE:** As a class we will meet back at the carpet for share time. Each student will have the opportunity to share what they have written with the rest of the class. The students love this time, as well as the positive attention they receive for their writing. All student work will be displayed on the social studies bulletin in the classroom until the end of the unit.

United States Symbols and Monuments  
Lesson #5 Bald Eagle

Name:

Subject: Social Studies

Date: February 17, 2011

Grade Level: 1<sup>st</sup>

**BIG UNDERSTANDING:** I want my students to be able to identify the Bald Eagle, and to be able to name its location and two important facts about it.

**MATERIALS NEEDED:**

Video: *Learninggamesforkids.com* [Bald eagle video]. (2011).

*My USA Symbols and Monuments* workbook

Crayons and colored pencils

Books:

Binns, T. B. (2001). *Symbols of freedom: The bald eagle*. Chicago, IL: Heinemann Library.

**WYOMING SOCIAL STUDIES CONTENT STANDARDS AND LESSON OBJECTIVES:**

**Social Studies Standard 4:** Students demonstrate an understanding of the people, events, problems, ideas and cultures that were significant in the history of our community, state, nation and world.

**4.1:** Students cite two examples of National symbols—i.e. Statue of Liberty, eagle, Liberty Bell, United States Flag

**To meet this social studies standard, students will:**

Complete the second page in their symbols and monuments workbook, making sure to include the location, two facts, and a drawing.

**ENGAGEMENT:** To begin this lesson I will show a video about the bald eagle. This will be a great way to increase student interest while providing a little bit of background knowledge. I will have student's turn-and-talk with a partner sharing what they know so far about the bald eagle. I will then read to them from the book *Symbols of Freedom: The Bald Eagle*. As I read I will ask the students questions such as: Why do you think Benjamin Franklin wanted the national bird to be the turkey? What do you think would have happened to the Bald Eagle if the government had not written laws to protect it?

**INVESTIGATION:** As a class we will come up with a list of facts about the bald eagle that we feel are the most important. This will serve as a point of reference for the students as they begin work on the second page of their symbols and monuments workbook. Before students are dismissed to start working I will display a copy of the symbols and monuments page on the SMARTboard. I will model for the students what I expect their work to look like (neat handwriting, complete sentences with proper capitalization, punctuation, and spacing), while writing down two facts that are generated from student responses. This will provide the scaffolding needed by students.

As students finish their work they will be instructed to turn to the Wonder and Learned page of their workbooks. Here they will find that I have glued in a printed copy of the questions that they had during our introductory lesson. Students will be asked to fill in at least three things (one thing about each symbol) that they have learned so far in our unit. They can either do this from memory or they can look at the Learned column of our whole class KWL chart if they need help.

**EXPLAIN AND CLARIFY:** As students are working I will be walking around the room conferring with them and answering their questions. I will be checking to make sure that they are writing facts that are relevant and factual. If there are any misconceptions I will then have the opportunity to correct them. I will also be able to clarify the directions and help students stay on task as I move around the room.

**CLOSURE:** Students will be asked to return to the carpet, and share one thing that they learned about the bald eagle. This will give me the opportunity to clear up any misconceptions that they may still have about this symbol.

TEACHER NOTES: The video would not load on the SMARTboard so next time I need to remember to try to open the videos on the computer attached to the board and make sure that they will work. It will be worth it to try the video again the next time I teach this lesson because it is engaging.

## United States Symbols and Monuments

### Lesson # 6- Speeches

Name:

Subject: Social Studies

Date: February 18, 2011

Grade Level: 1<sup>st</sup>

**BIG UNDERSTANDING:** For this lesson I want students to understand what will be expected of them when they present their speech on a U.S. symbol, monument, or song that we will not study as a class.

#### MATERIALS:

Video:

*This is our country* [Videocassette]. (2003).

16 copies of the speech assignment

16 copies of the speech organizer

List of 17 symbols that the students will be able to choose from

Popsicle sticks with the students names on them

Internet Resource:

Symbols of U.S. government. (2009, July 16). *Ben's guide to U.S. government for kids*. Retrieved from U.S. Government Printing Office

website: [5/symbols/index.html](http://5/symbols/index.html)<http://bensguide.gpo.gov/3->

#### WYOMING SOCIAL STUDIES STANDARDS AND LESSON OBJECTIVES:

**Social Studies Standard 4:** Students demonstrate and understanding of the people, events, problems, ideas and cultures that were significant in the history of our community, state, nation and world.

**4.1:** Students cite two examples of National symbols—i.e. Statue of Liberty, eagle, Liberty Bell, United States Flag

**To meet this social studies standard, students will:**

Research the location and three-to-five interesting facts about a symbol of their choice

Create a visual aid about their symbol

Present a speech to the class sharing the location and interesting facts that they have learned about their symbol

ENGAGEMENT: To begin this lesson I will show the video, *This is our country*, which will help to synthesize the information we have been learning about, as well as introduce other symbols and monuments that we will not be covering in class, but that they will get to choose for their speeches. I will then introduce to students the idea that they will be giving a speech on a symbol, monument, or song which will not be covered in class, explaining to them that they will get to choose the one that they want to do their speech on. Their speech will be 3-5 minutes and they will need to share the name, location, and 3-5 interesting facts about the symbol. They should bring some sort of visual aid to help them remember what they are supposed to say, but that they are not to read from a paper. They need to know what they are talking about.

I will model what a poor speech looks like:

Swing arms from side-to-side

Look at the ground

Talk quietly

Then start telling an unrelated or made up story about how you saw a movie about space creatures eating the Capital Building

Model what a proper speech should look like:

Stand straight with hands at sides

Look out, scanning the audience and making eye contact

Speak in a strong, confident voice

Say: The symbol I chose to research was the bald eagle. Bald eagles are only found on the continent of North America. As a symbol of the United States they represent strength and freedom. Pictures of the bald eagle can be found on the quarter, military uniforms, and another symbol of the United States, like the Great Seal. The eagle on the Great Seal holds arrows in his left talons, and an olive branch in his right talons. The arrows represent our willingness to fight if necessary, and the olive branch represents our quest for peace. These majestic birds were once on the endangered species list, but thanks to laws written to protect them they are now no longer endangered.

INVESTIGATION: I will go through the list of symbols that they will be able to choose from sharing a little about each of them in order to get them interested.

Symbols to choose from: Yankee Doodle, National Floral Emblem- The Rose, The Star Spangled Banner, America the Beautiful, The Washington Monument, Independence Hall, The Great Seal, The Supreme Court building, America (My Country 'Tis of Thee), The U.S. Capital Building, Figures of Justice, Marine Corps War

Memorial, The Lincoln Memorial, The Liberty Bell, Franklin D. Roosevelt Memorial, Jefferson Memorial

After I have gone through the list I will draw the popsicle sticks with the students name on them from the cup and have students come up and choose which symbol that they would like to research and present. Once a symbol has been chosen then it is no longer available for other students. I will write the name of the student next to the symbol they chose and staple an information page about the symbol/monument to their packet of information. The information page will provide those students who do not have access to a computer at home, or who cannot get to the library facts about their chosen symbol.

EXPLAIN AND CLARIFY: There is a note going home to your parents today in your Friday folder that explains this assignment. There is a speech organizer attached to it that is due next Friday. I would suggest getting started on this over the three day weekend. The speech organizer will serve as the pre-assessment, as well as the formative assessment for this assignment, and students will receive a 3 if they bring it in before their speech. I will be able to tell if students are receiving the necessary support at home and therefore be able to decide if they will need time and support at school to complete this assignment. The speech presentation will serve as the summative assessment for this assignment and students will be graded on the organization and content of their speech. Students will also be receiving listening and speaking grades for this speech, but those will not go towards their social studies grade.

CLOSURE: I will ask students if they have any questions about their speech and I will have students put their speech information and organizer in their Friday Folder.

TEACHER NOTES: For the students at home who do not have a lot of support at home I will ask Mrs. Woolington if she would mind helping them to complete their speech organizer and create their visual aid while they are at school.

One of my students asked if they could give a speech on the song, "God Bless America" which was not one of the symbols I had listed, but I was okay with him choosing his own especially because he was so enthusiastic about it.

This is not a typical lesson and does not fit the format exactly because there is not a need to assess at each stage. It is more of an informative lesson about the expectations of the speech and an opportunity to have students choose their symbol.

**Assignment: American Symbol or Monument**  
**Curriculum: Literacy – Formal Speaking & Social Studies U.S. Symbols**  
**Due: Friday, March 4, 2011**

## Speech Organizer Due: Friday, February 25, 2011

Please help your child prepare a 2-5 minute presentation about a U.S. symbol or monument that they have preselected in class. This can be found on their organizer page with some research attached.

The speech should be about the location of the symbol and 3-5 interesting facts.

Speeches should include:

Name of symbol or monument

Where the symbol or monument is located

3-5 interesting facts

Most young speakers and their audience of peers find a visual aide very helpful. I suggest that each child bring an item related to the topic or a picture, poster, or chart which he/she has designed/drawn/ or found to aid the speech. We also have the option of presenting a power point using the Smart Board; this would obviously be above and beyond but a great opportunity. If you chose to do this presentations can be e-mailed to Mrs. Sutcliffe at [sutcliffec@laramie1.org](mailto:sutcliffec@laramie1.org).

Each student will give his/her presentation before an audience of classmates.

### **Parents can help:**

Discuss their symbol and read through the research sheet.

Assist your child organizing an oral presentation that includes the location and interesting facts.

Allow your child to practice every night in front of a mirror or in front of family members.

Coach your child to:

Stand still and at ease

Look at the audience

Project a loud voice

Think about what he/she is saying

**Speeches should not be written. Students will not read off any papers on speech day.**

**They should be familiar with the content and speak easily on the topic.**

United States Symbols and Monuments  
Lesson #7- The White House

Name:

Subject: Social Studies

Date: February 22, 2011

Grade Level: 1<sup>st</sup>

**BIG UNDERSTANDING:** I want my students to be able to identify the White House, and two important facts about it.

**MATERIALS NEEDED:**

Virtual tour of the White House: [www.whitehouse.gov](http://www.whitehouse.gov)

Books:

Binns, T. B. (2001). *Symbols of freedom: The white house*. Chicago, IL: Heinemann

Library.

*My USA Symbols and Monuments Workbook*

SMARTboard: for virtual tour and to display a copy of symbols page from workbook

**WYOMING SOCIAL STUDIES STANDARDS AND LESSON OBJECTIVES:**

**Social Studies Standard 4:** Students demonstrate and understanding of the people, events, problems, ideas and cultures that were significant in the history of our community, state, nation and world.

**4.1:** Students cite two examples of National symbols—i.e. Statue of Liberty, eagle, Liberty Bell, United States Flag

**To meet this social studies standard, students will:**

Complete the second page of their U.S. Symbols and Monuments book, listing the name, location and two facts about The White House.

**ENGAGEMENT:** To begin this lesson I will read the book, *Symbols of Freedom: The White House* to the students to help build their background knowledge of this symbol. We will then take a virtual tour of the White House looking at various pictures and videos about different rooms.

**INVESTIGATION:** Students will complete the fourth page in their symbols and monuments book. As a class we will talk about the location of the White House and I will explain to them that there is an actual address associated with this symbol. For those students who need additional scaffolding I will bring up the workbook page that I have scanned into SMARTnotebook and fill it out with their help. They will then be able to fill in their workbook page without frustration. Students who do not require as much support will have the opportunity to write 1-2 facts of their choosing.

EXPLAIN AND CLARIFY: While students are working on their symbols page I will walk around the room and confer with them. I will answer their questions and clarify any misconceptions they may have. This time provides me with the opportunity to meet the needs of individual students and to formatively assess their learning.

CLOSURE: After students have completed their workbook page I will have them meet me back at the carpet to share one of the facts that they wrote in their workbook. We will then return to the K-W-L chart we created at the beginning of the unit and add information to the learned column. We will go back through the Wonder questions that the students came up with and record any answers that we have.

TEACHER NOTES: Most students who chose to write their own facts came to me for verification before writing anything down. I was able to guide a few of these students in adding a bit more detail to the facts that they had come up with. At this point in the unit students have become familiar with this routine and because the scaffolding supports are in place students are able to work more independently and successfully than they were in the beginning.

United States Symbols and Monuments  
Lesson #8 Mount Rushmore

Name:

Subject: Social Studies

Date: February 23, 2011

Grade Level: 1<sup>st</sup>

BIG UNDERSTANDING: I want my students to be able to identify Mount Rushmore, its location, and two important facts about it.

MATERIALS NEEDED:

SMARTboard- <http://www.nps.gov/moru/index.htm>

My USA Symbols and Monuments page

Book:

Schaefer, L. (2002). *Symbols of freedom: Mount rushmore*. Chicago, IL:

Heinemann Library.

*My USA Symbols and Monuments* workbook

16 pictures of Mount Rushmore

Glue sticks

\*16 Mount Rushmore crossword puzzles

## WYOMING SOCIAL STUDIES STANDARDS AND LESSON OBJECTIVES:

**Social Studies Standard 4:** Students demonstrate and understanding of the people, events, problems, ideas and cultures that were significant in the history of our community, state, nation and world.

**4.1:** Students cite two examples of National symbols—i.e. Statue of Liberty, eagle, Liberty Bell, United States Flag

**To meet this social studies standard, students will:**

Complete the second page of their U.S. Symbols and Monuments book, listing the name, location and two facts about Mount Rushmore.

**ENGAGEMENT:** To begin this lesson I will read to the students from the book *Symbols of Freedom: Mount Rushmore*. This book has a wealth of information about this U.S. monument all of which I feel will be of great interest to my students. We will also discuss the pictures in the book. After we have read the book I will show the students the Mount Rushmore website, specifically the page that talks about what American characteristic each President represents, and the page with a picture slide show.

**INVESTIGATION:** Students will work on the next page in their My USA Symbols and Monuments workbook. I will display the page on the SMARTboard and work with them to fill it in, which will provide the scaffolding support that a few of my students will need. At this point some of the students will be working with clipboards at the front of the class while others will be working at their seats. After students have finished filling in the worksheet I will hand out the pictures of Mount Rushmore for them to glue onto their page.

\*For those students who complete their work early and are all caught up on the other pages in their workbook, I have Mount Rushmore themed crossword puzzle that I was able to print off the National Park Service website.

**EXPLAIN AND CLARIFY:** As students are working I will walk around the room making sure they are on task, and answering any questions that they have. I will have students bring their workbook with their completed page to me so that I can look over their work, making sure that they have written two relevant facts. This allows me to formatively assess student learning so that I can decide if I need to clear up any misconceptions or go into further detail about any of what we discussed during the time I have set aside for closure, or at the start of the next lesson.

**CLOSURE:** If time allows, when all students have completed their work I will call them back to the carpet and I will have each of them share one thing that they have learned so far about the American Symbols and Monuments that we studied so far.

United States Symbols and Monuments  
Lesson #9 The Statue of Liberty

Name: Subject: Social Studies/Math

Date: February 25, 2011

Grade Level: 1<sup>st</sup>

**BIG UNDERSTANDING:** I want my students to be able to identify the Statue of Liberty, its location, and two important facts about it.

**MATERIALS NEEDED:**

Books:

Binns, T. B. (2001). *Symbols of freedom: The statue of liberty*. Chicago, IL: Heinemann Library.

*My USA Symbols and Monuments* workbook

SMARTboard

8 “My Trip to The Statue of Liberty” game boards

16 recording sheets

16 game tokens

16 pencils

8 paperclips

Glue

**WYOMING SOCIAL STUDIES STANDARDS AND LESSON OBJECTIVES:**

**Social Studies Standard 4:** Students demonstrate and understanding of the people, events, problems, ideas and cultures that were significant in the history of our community, state, nation and world.

**4.1:** Students cite two examples of National symbols—i.e. Statue of Liberty, eagle, Liberty Bell, United States Flag

**To meet this social studies standard, students will:**

Complete the second page of their U.S. Symbols and Monuments book, listing the name, location and two facts about The Statue of Liberty.

Share with a partner facts that they remember about the symbols we have studied, and recite the Pledge of Allegiance, while playing the game “My Trip to the Statue of Liberty”

**ENGAGEMENT:** To begin this lesson I will read the students a book about The Statue of Liberty. *Symbols of freedom: The statue of liberty*, is a traditional non-fiction text that gives more detailed facts about the Statue. We will discuss where she is located,

who made her, and why, what she is made of, why she is green and how many stairs are inside. We will also discuss why she is an important symbol of our country.

We will create a list of all the facts they have learned about the Statue of Liberty, and they will use this list to complete the last page in their symbols and monuments workbook.

**INVESTIGATION:** Students will work independently to complete the last page of their symbols and monuments workbook. By this point in the unit most of the students will be familiar enough to feel comfortable completing this without help. For the few students who are not comfortable working independently I will put a sample page on the SMARTboard and work with them to come up with the location and two interesting facts.

Once students have completed this portion of the lesson I will introduce them to the game they will be playing for the remaining Social Studies time, and then continuing to play during math. The game is called “My Trip to The Statue of Liberty.” It is a two player game, in which each player spins two spinners, adding those numbers together and then advancing their token that many spaces on the game board. Players are required to record each number the spinner lands on, on a sheet of paper and then record the number they come up with when they add them together. As students advance through the game they will land on various spaces that will ask them to recall facts about each of the symbols we have studied. This will serve as a source of formative assessment because I can walk around the room and listen to students as they share with their partner the information requested on the game board. This will help to reinforce both their learning of the symbols, as well as their addition math facts.

**EXPLAIN AND CLARIFY:** As I walk around the room I will have the opportunity to check-in or confer with each of my students. I will be able to explain or clarify how the game is to be played. I will also be able to listen to the conversations that they are having with their partner, making sure that they are on task and sharing information that they have learned about the symbols that is both relevant and factual.

**CLOSURE:** I will call students back to the carpet and have each of them share one interesting thing they have learned about the Statue of Liberty. We will then look at our K-W-L chart and fill out the learned column, double-checking to make sure that we have answered all the Wonder questions that the students came up with.

**TEACHER NOTES:** Students enjoyed playing this game and were very successful at it. I was impressed with the information that they shared with their partners and with how well they worked through the addition.

Name:

Subject: Social Studies

Date: February 28, 2011

Grade Level: 1<sup>st</sup>

**BIG UNDERSTANDING:** For this lesson I want students to be able to create a symbol that represents them and explain why they have chosen that particular symbol

**MATERIALS NEEDED:**

16 pages of plain white paper

Crayons and colored pencils

Example symbol and explanation

**WYOMING SOCIAL STUDIES STANDARDS AND LESSON OBJECTIVES:**

**Social Studies Standard 4:** Students demonstrate an understanding of the people, events, problems, ideas and cultures that were significant in the history of our community, state, nation and world.

**4.1:** Students cite two examples of National symbols—i.e. Statue of Liberty, eagle, Liberty Bell, United States Flag

**To meet this social studies standard, students will:**

Create their own symbol that represents who they are, employing what they have learned about how symbols are objects, or songs, etc that stand for something else

**ENGAGEMENT:** To begin this lesson I will ask the students what they know about symbols and what they are used for. We will discuss the symbols we have studied in this unit and what each one represents.

The Flag= Freedom

The Pledge of Allegiance= Promise to the United States

The Bald Eagle= Strength, courage, freedom

The White House= Strong country

Mount Rushmore=George Washington=birth of our nation, Thomas

Jefferson=Expansion of our country, Theodore Roosevelt=Development of our country, Abraham Lincoln=Unity, freedom

The Statue of Liberty=Freedom, and unification of our country after the Civil War

This discussion, along with the brainstorming we will do during the investigation portion of this lesson will allow me to formatively assess their comprehension of the symbols we have studied and to pre-assess their

understanding of how to apply the use of symbols to characteristics about themselves.

INVESTIGATION: I will then introduce students to what their job will be for the day and that is choosing a symbol to represent who they are. I will help them brainstorm ideas and we will write them on the board. Some examples might be a book, a heart, an animal, a plant or tree, or it could be a combination of objects such as an owl holding a book, or a lion holding a heart. I will also help students to brainstorm characteristics that they possess that they would like to have represented.

Characteristics such as: being brave, strong, smart, honest, wise, kind, shy, funny, loving, or happy. Once we have compiled these lists I will send students back to their seat to begin working. They will draw their symbol, taking their time, adding detail and color.

EXPLAIN AND CLARIFY: I will walk around the room conferring with students about their choice, making suggestions about details they may want to add, and clearing up any misconceptions or confusion that students may have. This time will offer me the opportunity to formatively assess student learning and understanding of the directions for the assignment and also of the application of the concept of symbols to their own person.

CLOSURE: During this portion I will have students meet me on the perimeter of the carpet, bringing with them their symbols which they will share with the class. I will ask them to explain what they have drawn and how they feel it represents who they are. I will be able to use what they share today tomorrow's lesson when they will be asked to write about their symbol. I will use this writing as a summative assessment for the language arts portion of the unit.

United States Symbols and Monuments  
Lesson# 11- My Own Symbol (Writing)

Name:

Subject: Social Studies

Date: March 1, 2011

Grade Level: 1<sup>st</sup>

BIG UNDERSTANDING: For this lesson I want students to be able to create a symbol that represents them and explain why they have chosen that particular symbol

MATERIALS NEEDED:

Symbols that the students created during the previous lesson

Example symbol and explanation

16 pages of lined writing paper

List of ideas created during previous lesson

Writer's Eye reminder sheet scanned into the SMARTboard

WYOMING COMMON CORE STANDARDS FOR LANGUAGE ARTS:

**Common Core Standards for Language-Conventions of Standard English 2:**

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

**To meet this language standard, students will:**

Utilize their Writer's Eye to make sure that they have used proper writing conventions while explaining their symbol and why it represents who they are.

ENGAGEMENT: To begin this lesson I will have students meet me at the carpet as a whole group. I will share with them that during our lesson today they will be writing about the symbol they drew yesterday and that when we write about something important it we need to make sure that we follow certain rules of writing. We will review the list of ideas that we created yesterday and add words or ideas that they feel will help them with their writing.

I will explain that as 1<sup>st</sup> graders they already know what these are, and have been practicing them for a while. However, sometimes we need a reminder of what is expected of us and we need a way to check to see whether or not we have followed those rules. I will then put up the Writer's Eye Reminder sheet on the SMARTboard and go through the list with the students. The Writer's Eye will be used to assess their writing.

For those students who need scaffolding in the area of writing I will write on the SMARTboard a couple of cloze sentences that they can use to write about their symbol:

*My symbol is a \_\_\_\_\_ . The reason I chose this symbol is because \_\_\_\_\_ . This symbol represents me because \_\_\_\_\_ .*

INVESTIGATION: Students will return to their seats with the picture they drew of their symbol. I will hand out lined writing paper and students will begin their writing. During this time students will work quietly and independently so that they will be able to concentrate on their writing.

EXPLAIN AND CLARIFY: I will sit at the reading table during this portion of the lesson and have students meet me back there if they have a question or need help. I have found that in some cases this is the best arrangement because I am in a central

location where I can keep track of all students, and students line up and wait their turn which allows for everyone to get their needs met. I am able to assess them as I meet with them, encouraging them to add details to their writing. Each student will meet with me when they feel they have finished their writing. I will check over their work and ask them if they have used their Writer's Eye. I will ask if they checked to make sure that you have a capital letter at the beginning of every sentence, or check to make sure that you have a period at the end of each sentence. However, because this is the piece of writing that I will be using as their summative assessment I will not edit their work. I need to be able to see what they know about using the standard conventions of writing.

CLOSURE: Students will join me on the perimeter of the carpet and we will discuss the different symbols that they chose to represent themselves. We will tally up the different types of symbols that were chosen so that they can see the similarities and differences in the choices of their classmates.

United States Symbols and Monuments  
Lesson #12- Cupcake Glyphs

Name:

Subject: Social Studies

Date: March 2, 2011

Grade Level: 1<sup>st</sup>

BIG UNDERSTANDING: I want students to be able to create a cupcake glyph that represents who they are in terms of the questions that are asked and to recognize a correlation between the symbols we have been studying and the symbolic nature of the glyphs.

**MATERIALS NEEDED:**

Cupcake glyph question sheet\*

Cupcake glyph worksheets\*

Glue

Crayons/colored pencils/markers

Scissors

Sample glyph

\*These questions and worksheets were downloaded and printed from:

Perry, B. (2001, February 3). Primary perspective [Web log post]. Retrieved from

<http://www.eduperry.com/2011/02/aint-love-sweet.html>

**WYOMING SOCIAL STUDIES CONTENT STANDARDS AND LESSON OBJECTIVES:**

**Social Studies Standard 4:** Students demonstrate an understanding of the people, events, problems, ideas and cultures that were significant in the history of our community, state, nation and world.

**4.1:** Students cite two examples of National symbols—i.e. Statue of Liberty, eagle, Liberty Bell, United States Flag

**To meet this social studies standard, students will:**

Follow step-by-step directions to create a cupcake glyph that represents aspects of who they are

Recognize the correlation between the symbolic nature of the cupcake glyphs and the symbols we have been studying in our unit

**ENGAGEMENT:** To begin this lesson I will ask students to join me on the carpet. I will explain that today they will be making cupcake glyphs. I will then ask if anyone knows what a glyph might be. I anticipate that my students will be unfamiliar with this word. I will explain that a glyph provides information about who they are but that the information is written in a kind of code. It will be a symbol that represents parts of who they are and that they will need to follow step-by-step directions closely so that they make their cupcake correctly.

**INVESTIGATION:** I will then hand all of the girls a red cupcake liner and the boys a blue cupcake liner and send them to their seats to cut them out. When they are finished I will ask them to meet me back on the carpet. The next step for the glyph asks students if they want to be president someday. If their answer is yes they cut out a star and glue it to their liner, if the answer is no they draw stripes on their liner.

The middle part of the glyph is the cake, and the question for students to answer is “What’s your favorite flavor of cake?” If they like chocolate they color the cake brown, if they prefer strawberry they color the cake pink, and if they prefer vanilla they leave the cake white, or use a white crayon. The cake piece is then cut and glued to the liner.

The top part of the cupcake glyph is the frosting. Students are to color the frosting according to what time of year they were born. Those born in Fall/Winter will color their frosting light blue, and those who were born in the Spring/Summer will leave their frosting white. The next question is, “Have you ever visited Washington, D.C. before?” Those students who have will color in their mini-heart red, and those who have not will color in their mini-heart blue. The hearts will then be glued to the middle of the frosting piece. The last part of the glyph has students add a sprinkle to their frosting for every year of their age. The frosting will then be glued to the top of the cake piece.

EXPLAIN AND CLARIFY: I will bring students back to the carpet before each new direction is given. We will talk about what the question is asking and clear up any confusion before they are sent back to their seat to work on the next step. I will also walk around the room observing them as they work and answering their questions.

CLOSURE: At the end of this lesson I will bring students back to the carpet one last time and ask them to explain to me what a glyph is? I will then ask them why they think I had them make these cupcake glyphs during our unit on symbols. I will make sure to clarify any misconceptions and to draw the comparison between the U.S. symbols that we have studied and the symbolic nature of the glyphs. The glyphs will then be placed in the hallway for the rest of the school to see.

TEACHER NOTES: These glyphs turned out so great and the students loved making them. This is definitely an activity that reinforced what the students had been learning about symbols representing something else.

United States Symbols and Monuments  
Lesson #13- Wrap-Up , Review, and Summative Assessment

Name: \_\_\_\_\_ Subject: Social Studies

Date: March 3, 2011

Grade Level: 1<sup>st</sup>

BIG UNDERSTANDING: For this lesson I want students to review what they have learned, complete any unfinished work, and take their summative assessment test.

**MATERIALS NEEDED:**

16 summative assessment tests

K-W-L chart

My USA Symbols and Monuments workbook page 1

**WYOMING SOCIAL STUDIES STANDARDS AND LESSON OBJECTIVES:**

**Social Studies Standard 4:** Students demonstrate an understanding of the people, events, problems, ideas and cultures that were significant in the history of our community, state, nation and world.

**4.1:** Students cite two examples of National symbols—i.e. Statue of Liberty, eagle, Liberty Bell, United States Flag

**To meet this social studies standard, students will:**

Take a test in which they will be asked to match a picture of each symbol we have studied (6) to the correct printed name by drawing a line between the two and write two relevant facts about two of the symbols we have studied in class

ENGAGEMENT: To begin this lesson I will ask the students to turn-and-talk with the person next to them, telling them two things that they have learned about the symbols we have been studying. I will then have students share out to the class about what they have learned. We will revisit our K-W-L chart and complete the 'Learned' column, addressing any questions that we have not yet answered from our 'Wonder' column, and checking our 'Know or Think We Know' column for any misconceptions.

INVESTIGATION: Students will then return to their seats with their symbols and monuments workbook and fill in the 'Learned' column on page 1, adding at least one fact about each of the symbols. They will then complete any pages that are left in their workbook and draw a picture of their favorite symbol on the front.

I will then collect their workbooks and have the students get dividers to place on their desk so that I can handout their assessment tests. Students will complete the test and when they are done they may choose a book from the Social Studies tub to look at quietly until the rest of the class is done.

EXPLAIN AND CLARIFY: During this time I will walk around the room monitoring the students as they take their test. In this way I can make sure that each student is doing their own work and that the information they are writing is a reflection of what they know and not what their neighbor knows. I will be available to provide support to those students who need it. There are a few students who I anticipate will need a lot of encouragement and may even need the opportunity to give their answers verbally.

CLOSURE: I will ask students to join me on the carpet to share what they have learned about symbols, and what they enjoyed most about our unit. I will remind students that their speeches are due tomorrow and we will review what a good speech looks like, and what a good audience looks like.

United States Symbols and Monuments  
Lesson #14 Graphing Pre-Assessment

Name:

Subject: Social Studies/Math

Date: March 10, 2011

Grade Level: 1<sup>st</sup>

**BIG UNDERSTANDING:** I want my students to be able to participate in the organization of a whole class graph, recreate that graph and answer questions specific to the data provided.

**MATERIALS NEEDED:**

Cupcake Glyphs

Butcher paper for classroom graph

16 cupcake print-outs

16 pre-assessment tests

16 sheets of mini-cupcake print-outs for individual pictographs

Crayons

Masking tape

**WYOMING SOCIAL STUDIES AND MATHEMATICS STANDARDS AND LESSON OBJECTIVES:**

**Social Studies Standard 4:** Students demonstrate an understanding of the people, events, problems, ideas and cultures that were significant in the history of our community, state, nation and world.

**4.1:** Students cite two examples of National symbols—i.e. Statue of Liberty, eagle, Liberty Bell, United States Flag

**To meet this social studies standard, students will:**

Correlate the use of symbols used by our government to the use of symbols used pictographs to represent data derived from their classmates

**Mathematics Standard 5: Data Analysis and Probability**

Students use data analysis and probability to analyze given situations and the results of experiments.

**MA1.5.1 :** Students collect and classify information to create graphs with pictures and report data in problem-solving situations.

1.MD.4(Organize, represent, and interpret data with up to three categories ...)

**MA1.5.2 :** Students communicate conclusions about a set of data using graphs with pictures.

1.MD.4(Organize, represent, and interpret data with up to three categories ...)

**To meet this standard students will:**

Create a whole class pictograph that represents the number of boys vs., girls in the class, as well as the number of students who would or would not like to be president one day

Construct an individual pictograph using the mini-cupcakes provided to show how many students in their class would like to be president one day and how many would not.

Answer a series of questions using data derived from the pictograph that they construct

**ENGAGEMENT:** To begin this lesson I will hand-out a cupcake picture to each of my students and I will ask them to color in the cupcake blue if they are a boy and red if they are a girl. Once they have finished I will ask them to join me on the carpet with their cupcakes. On the wall will be a large piece of butcher paper which we will use to organize our class graph.

I will ask the students, “What can you tell me about graphs?” “Have you ever heard of a pictograph?” Their answers will help to guide our discussion. After students have had a chance to share their ideas and background knowledge we will turn our attention to setting up the whole class graph.

We will discuss how we use a graph to show data and that today we will be gathering data or information about whom in our class would like to be president and who would not. We will separate the data into two separate categories- boys and girls. I will then draw out the graph and we will talk about how we label them and why that is important.

I will then call the students up one at a time and have them place their cupcakes on the graph in the appropriate category and above the spot that delineates president or not.

Constructing the class graph will serve as a whole group pre-assessment. As we discuss pictographs I will be able to learn what misconceptions my students may have and what concrete background knowledge they have.

**INVESTIGATE:** Once all students have contributed their cupcake to the graph I will ask them, “What do you think we can do with this graph now that we have all the data listed?” I will have students turn-and -talk to a partner and then I will call on students to share their thinking. We can answer questions and make comparisons based on what we see on the graph.

At this point I will send the students back to their seats and I will hand-out their pre-assessment tests. Along with their tests each student will be given 16 mini-cupcakes to use for their individual graphs. On the pre-test students will be asked to re-create the graph from the board using the graph provided and the mini-cupcakes.

Once they have glued on all their data points they will answer the questions listed under the graph. These questions include:

How many boys want to be president?

How many girls want to be president?

How many total students want to be president someday?

How many students do not want to be president someday?

Do more boys or girls want to be president?

Do you want to be president someday?

I feel that this pre-assessment will help me to see which students have a working knowledge of pictographs and which students will need further and more specific instruction.

**EXPLAIN AND CLARIFY:** As students work on their graphs I will walk around the room using this time to formatively assess their understanding of pictographs. I will be able to note any questions that they have, as well as keep them on task. I will also use this time to confer with individual students and informally ask them if there are any other questions they could ask about the graph. This will help me to gain an idea of their individual level of understanding.

**CLOSURE:** Once all of the pre-assessment tests have been collected I will bring students back to the carpet in front of the graph to talk about the questions. I will also ask if they can come up with other questions that we might be able to answer using the data provided by the graph. As they share their questions I will be able to talk to them about relevant questions (those that can be answered using information from the graph i.e. how many more students want to be president than do not want to be president?) and irrelevant question (those that cannot be answered by the data given in the graph i.e. why don't more of the girls in the class want to be president?) I feel that this will help to meet the higher level needs of some of the students in my class.

United States Symbols and Monuments  
Lesson #15 Graphing Summative Assessment

Name:

Subject: Social Studies/Math

Date: March 17, 2011

Grade Level: 1<sup>st</sup>

BIG UNDERSTANDING: I want my students to be able to organize a pictograph with data derived from their classmates and answer questions specific to the data provided.

**MATERIALS NEEDED:**

Butcher paper for classroom graph

Print-outs of pictures of The Statue of Liberty, the White House, and Mount

Rushmore

16 assessment tests

16 sheets of mini-pictures of The Statue of Liberty, the White House, and Mount

Rushmore

Markers

Glue

Masking tape

**WYOMING SOCIAL STUDIES AND MATHEMATICS STANDARDS AND LESSON OBJECTIVES:**

**Social Studies Standard 4:** Students demonstrate an understanding of the people, events, problems, ideas and cultures that were significant in the history of our community, state, nation and world.

**4.1:** Students cite two examples of National symbols—i.e. Statue of Liberty, eagle, Liberty Bell, United States Flag

**To meet this social studies standard, students will:**

Correlate the use of symbols used by our government to the use of symbols used pictographs to represent data derived from their classmates

**Mathematics Standard 5: Data Analysis and Probability**

Students use data analysis and probability to analyze given situations and the results of experiments.

MA1.5.1 : Students collect and classify information to create graphs with pictures and report data in problem-solving situations.

1.MD.4(Organize, represent, and interpret data with up to three categories ...)

MA1.5.2 : Students communicate conclusions about a set of data using graphs with pictures.

1.MD.4(Organize, represent, and interpret data with up to three categories ...)

**To meet this standard students will:**

Gather data as a class about which monument each student would most like to visit someday

Organize an individual pictograph using the mini-pictures of the monuments provided to show how many students would most like to visit each of the monuments

Answer a series of questions using the data from the pictograph that they construct

Purpose a relevant question that is different from the ones provided that can be answered using the data on the pictograph

Create a whole class pictograph that represents the number of students in the class who would like to visit Mount Rushmore, the Statue of Liberty, or the White House someday

**ENGAGEMENT:** To begin this lesson I will display on the SMARTboard the names of three of the symbols/monuments that we have studied in our unit: Mount Rushmore, the Statue of Liberty, and the White House. I will ask students to come up to the board one at a time and place a tally mark below the symbol/monument that they would most like to visit someday. After each student has had a chance to make their selection I will explain that their job for the day will be to organize the data we collected on the board into a pictograph like we did with the cupcake pictograph.

**INVESTIGATE:** I will send students back to their desks and hand-out the assessment sheet that they will use to organize their graph, along with a sheet of mini-pictures of the symbols. Students will then cutout and glue the appropriate number of pictures above each symbol/monument name on their graph. Once they have organized their graph students will answer the questions provided using the available data. When all students have completed this portion of the assessment I will hand-out a sheet of paper and ask them to write one relevant question that has not already been asked and that can be answered using the data on their pictograph

**EXPLAIN AND CLARIFY:** During this time I will walk around the room monitoring student progress on the assessment. I will clarify any information that they need in regards to the directions. However, I will be careful about answering their questions in regards to organizing their graph and answering the questions because I want to make sure that I get an accurate representation of what they know and can do with pictographs.

**CLOSURE:** Once all students have completed all the parts of the summative assessment I will have students join me back on the carpet where we will graph as a class, on a piece of butcher paper, the data that we collected at the beginning of the

lesson. I will ask questions to help facilitate their construction of knowledge on the components needed to construct a graph. Once the graph has been organized we will go through the questions from the assessment and discuss questions that they came up with. This will allow me to find out immediately if there are any misconceptions or questions that still exist about organizing a pictograph. The graph will then be placed in the hallway along with the cupcake glyphs and cupcake graph that the class created.

## Extensions

There are three possible extension activities that I feel would extend student learning while adding interest to this unit. The first activity that I would like to do would be to invite the Rocky Mountain Raptor Program to visit all three first grade classes at our school. I feel that providing the opportunity for students to see a bald eagle up close would help them to understand the beauty and majesty of these animals thus helping them to understand why they were chosen to be a symbol of our country. I feel that this activity would naturally incorporate science, and I would integrate literacy into the lesson by having students brainstorm and write down questions that they could ask during the presentation. Afterward, students would be asked to write an expository piece sharing what they learned.

The second activity would also integrate literacy by having students write a letter to the president. During the lesson students would learn about the various components of a letter while sharing with the president what symbols they have been learning about and why they are important. They would also have the opportunity to ask many of the questions that they had while we were studying the White House which would allow them an avenue for the continued development of this essential skill. I feel that this would also provide them with an authentic opportunity for writing, as well as one for sharing their learning.

The third activity that I feel would extend student learning would be associated with the Statue of Liberty and would involve turning a penny green. I feel that this would help students to gain a clearer understanding of why the Statue of Liberty is green even though she is made out of copper. After introducing the symbol and discussing the history I would hand each student a penny, and explain to them that the Statue of Liberty is made out of the same material that the penny is made out of, copper. I would ask them to share what differences they noticed between the two. At the end of our discussion I would have each of them drop their penny in a cup marked with their name containing vinegar and salt, and explain that we are going to turn our copper pennies green. I would then have students record their observations in their science journals over the course of the week to see if any changes occurred. This would be a fun and engaging introduction to the concept of chemical reactions and create a meaningful connection to one of the defining characteristics of this great symbol.

## INSTRUCTING STUDENTS AND SUPPORTING LEARNING

Prior to this portion of my integrated social studies and math lesson, students were working independently on the organization of their pictograph. We had already collected the data from the class about which monument students wanted to visit so students were using that information to create their graphs and answer the questions. The students worked quietly at their seats, raising their hands if they had questions. One of my students was not in the classroom during the time that we collected the data; instead she was with another teacher receiving her CLIP services, so she was not able to add her choice to the information gathered. When she returned to the classroom she was given time to complete her work, but when we gathered on the carpet to create our whole class graph she became upset when I asked her to wait to put her picture up. She calmed down after all the initial data was recorded and she was able to come up and add her picture. Another of my students who also receives CLIP services and had to leave the room after we collected the data. He returned to the classroom at the end of the lesson when we were meeting on the carpet. One of my other students pointed out that he was back in the classroom and asked where he was supposed to be. I let that student know that I was aware that his classmate had returned and that where he was sitting was just fine. Despite being out of the classroom at different times during the lesson both students were able to complete their summative assessment, and contribute to the whole class graph.

In this lesson I furthered student knowledge by asking both closed and open-ended questions which helped to support the reinforcement of information and provided me with a means of formatively assessing the full spectrum of learning levels in my classroom. I created a lesson along with a graphing scenario that had meaning to the students because they were using data collected by themselves, from themselves. This created an authentic experience and they were interested in the results. Before we created our whole class graph I asked students if they could tell me what the name was of the type of graph that we created. One student said, "Picture" and then several of the students excitedly shouted out, "Pictograph." I wrote the word 'pictograph' on the board and then underneath that word I wrote 'picture' then I asked students what they noticed about those two words. One student came up and ran her finger under the beginning part of each word and said they both start with 'p-i-c-t.' I explained that a pictograph is a graph that uses pictures to display the data. As we created the whole class graph I asked students to share with me the different components that make up a graph. As they said things like, "We need the lines that go down and across" I reminded them that we had discussed the names of those lines in our previous lesson on graphs and gave them clues until they were able to say, "X-axis, and Y-axis." I made sure to explicitly teach key vocabulary in order to reinforce the importance of remembering and using academic language. As the lesson progressed, I continued to ask them what else we needed, and we discussed each component until all were included on our graph.

During the whole group portion of this lesson I used the strategies of sharing what you know, show me the answer on your hand, and asking questions in order to provide me with opportunities to monitor student learning and progress toward meeting curriculum standards. I had students share what they knew about pictographs, and then asked questions to further expand their sharing, as well as their thinking. When asked what we needed on the side of our graph next to the y-axis one student raised their hand and said, "Number of students" to which I agreed, writing it on the graph and asked the

student what we call the writing that goes on the side of the graph that tells us what kind of information we have, to which the student replied, “We call it a label.” At the end of the lesson I went through the questions that were on the assessment and the students shared with me the answers. Then I asked students to show me on their hands how many more students want to visit the White House than the Statue of Liberty?” I waited until each student was showing the number on their hand and then asked them to check their answer with a neighbor. This gave all students enough time to think about their answer, the opportunity to share, and a chance to check their answer before committing to their answer. The information that students shared, their responses to questions, and their ability to interpret the data represented on the graph, along with the scores they achieved on the summative assessment show that all the students in my class were able to meet the math standard at a proficient or advanced level of performance.

I feel that my teaching reflects constructivist ideas and concepts in the way that I scaffold instruction for individual students. My philosophy is that students need to feel safe and supported in the learning environment. They need to be able to express their ideas, connections, and questions in order that they may build a schema that is meaningful to them. If a student was responding to a question that I had posed and were having difficulty expressing their thoughts, I would repeat the question, but word it a little bit differently, or I would give them clues such as, “It starts with a ‘p’.” Sometimes this would be all the student needed in order to be able to complete their thought or come up with the word they were thinking of. I also make sure to validate all responses even those that are incomplete or incorrect. For example, I asked students what we needed at the top of our graph that would explain what the information on the graph was about. Several students who are always quick to raise their hands put their hands up, but I decided to call on a student who had not. I repeated the question, “Do you see something that is missing from our graph, and what do you think it is?” The students’ eyes flicked to the top of our graph, but after a few seconds his response was, “I forgot.” My response to this was to say, “You looked right where it’s suppose to be, so I know you’re thinking, but you just can’t think of the word.” I feel that this response validated the students’ effort, brought attention to the students thinking process, and contributed to the safety of the whole class sharing environment. As stated before there are several students in my class who raise their hands to contribute a connection, or question every time the opportunity presents itself. I do make sure to call on these students and to develop questions that will meet their higher-level thinking skills. However, there are also many other students in my class who do not always feel comfortable raising their hand, and so I make sure to pose questions that are at their level, and call on them directly to answer. I also provide adequate wait time so that those students who require more time to process a question, and formulate an answer will be able to.

I also utilize Vygotsky’s concept of the Zone of Proximal Development to scaffold and differentiate my instruction. At the beginning of this lesson, after we had collected the data from the class, I showed them the sheet and the pictures that they would be using to create their graph. I then pointed out the questions at the bottom, and read them aloud to the class. This was done as a means of supporting those students who are not high-level readers. The questions were fairly simple, but I have several students who would not even attempt to read the questions on their own without this specific type

of support. After doing this I only needed to revisit the questions with the student who was absent during the beginning part of the lesson.

In the previous lesson on pictographs we created our whole class graph first, organizing the data as it was collected. Students were then sent to their seats to work independently, practicing perfectly the organization of the graph on their own, and answering the related questions. During this time of independent practice I walked around the room answering student questions. This allowed students the support they needed to practice and become proficient at organizing, and interpreting this type of graph, as well as providing me with a multiple ways to assess their understanding of these concepts. The structure of this lesson was different in that I had students collect data first and then work independently to organize the graph using the given information and although I was walking around monitoring student work, students required significantly less support. With both of these lessons I was able to pre-assess, as well as formatively assess their learning in a whole group setting and conduct a summative assessment, as well as continue to formatively assess their understanding during independent practice. I am able to confidently state, given what is seen in the video that was taken, the fact that students were able to succeed with reduced support, and the results of the summative assessments, that the students in my class were actively engaged in the construction of knowledge, during this integrated social studies and math lesson on U.S. symbols and pictographs, in such a way that they met the content standards with proficiency.

## RESOURCES

### Teacher Resources

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#### Internet Resources

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## EVALUATIVE ESSAY

In the Capstone Unit that I created and taught on U.S. Symbols and Monuments I used several forms of assessment so that I could accumulate enough data to accurately assess the level at which each of my students met the relevant content standards. In order to do so I created a rubric for each of the assignments that I would be evaluating, as well as a grade book so that I could track student progress. In the following essay I will provide the rubrics, grade book, multiple examples of student work, and an explanation of each student's learning and application of information based on the content standards for social studies, math, and literacy. The grading system that I chose to use was based on a 4 point scale that is utilized by the district, with 4 being advanced, 3 being proficient, 2 being making progress, and 1 being did not attempt

The first student whose work I will present is Slater. On the pre-assessment test for social studies Slater was able to match all of the symbol pictures to their name, and provide two facts about the symbols: "You can visit the White House, and you can look through a telescope to see the Presidents (at Mount Rushmore). These responses earned him two 4's on the pre-assessment rubric (the artifact and rubric for this assignment are in the file labeled, "High Pre-assessment".) For the U.S. Symbols and Monuments workbook this student earned a 3 for including the name of the symbol, location, picture, and two interesting facts about each symbol. He earned a 4 for using his best handwriting, employing the components of the 'Writer's Eye,' and adding color and detail to his pictures. I also used this grade as a way to formatively assess the language arts standard integrated into my unit. Slater earned a 4 for the content of his speech on Franklin D. Roosevelt's Memorial. His speech was organized, he included the name, location, and three detailed facts that made his speech more interesting. On the summative assessment for social studies Slater was able to match all of the symbol pictures to their name, and was able to provide two relevant facts about Mount Rushmore and the White House. These responses earned him two 4's on the summative assessment rubric. Given these scores Slater met the social studies content standard for this unit.

On the pre-assessment for the math standard Slater scored a 4 for being able to independently organize the pictograph from data generated as a class, and he scored a 3 for being able to interpret most of the data from the graph that he organized. With this task he answered four of the six questions correctly. On the summative assessment Slater scored a 4 for being able to independently organize a pictograph given the data generated as a class. He scored a 4 on this assessment for being able to interpret the data from the graph, as well as being able to ask a relevant question that could be answered using the data represented on the graph. Given the evidence presented, along with formative assessments that were conducted throughout the unit during math, I can say that Slater has met the math content standard for this unit.

For the pre-assessment for the language arts standard Slater scored a 3 for using capital letters at the beginning of his sentences, and a 3 for his use of punctuation. He

scored a 4 for using appropriate spacing and for not writing in the margins, and he scored another 4 for using neat, legible handwriting with few or no eraser marks. On the writing sample used for the summative assessment Slater scored a 4 for his use of capitals at the beginning of his sentences, and a 3 for including punctuation at the end of every sentence. He again scored 4's for using appropriate spacing and not writing in the margin, as well as using neat and legible handwriting (the artifact and rubric for this assignment is in the file labeled, "High Summative Language Arts"). These scores show evidence that Slater met the language arts content standard.

The second student whose work I will present is Bobby. On the pre-assessment test for social studies Bobby was able to match all of the symbol pictures to their name, which earned him a score of 4 on the rubric, but on the second half of the test he scored a 2 because the fact that he provided was not accurate. For the U.S. Symbols and Monuments workbook this student earned a 4 for including the name of the symbol, location, picture, and two interesting facts about each symbol that were different than the ones generated as a class, and he also scored a 4 for using his best handwriting, his 'Writer's Eye,' and adding color and detail to his pictures. I also used the work produced in this book as a means of formatively assessing progress towards proficiency for the language arts standard. Bobby earned a 4 for the content of his speech on the "Star Spangled Banner." His speech was organized, he included the name, location, and three detailed facts that made his speech more interesting. On the summative assessment for social studies Bobby was able to match all of the symbol pictures to their name earning him a score of 4 on that section, but he was only able to provide one accurate fact about one of the symbols, which resulted in a score of 3. Given these scores, I am able to show that Bobby met the social studies content standard for this unit.

On the pre-assessment for the math standard Bobby scored a 4 for being able to independently organize the pictograph from data generated as a class, but he scored a 2 because he was only able to correctly answer three of the six questions. This means that he was not completely proficient at interpreting a pictograph at the time this pre-assessment was given. On the summative assessment Bobby scored a 4 for being able to independently organize a pictograph given the data generated as a class. He also scored a 4 on this assessment for being able to interpret the data from the graph, as well as being able to ask a relevant question that could be answered using the data represented on the graph. This score indicates that he made gains in his ability to accurately interpret a pictograph. Given the evidence presented, along with formative assessments that were conducted throughout the unit during math, I can say that Bobby has met the math content standard for this unit.

For the pre-assessment for the language arts standard Bobby scored a 3 for using capital letters at the beginning of his sentences, and a 3 for his use of punctuation. He scored a 4 for using appropriate spacing and for not writing in the margins, and he scored another 4 for using neat, legible handwriting with few or no eraser marks. On the writing sample used for the summative assessment Bobby scored a 4 for his use of capitals at the beginning of his sentences, and a 3 for including punctuation at the end of every sentence. He scored a 3 for using appropriate spacing, and a 4 using neat and legible handwriting. These scores show evidence that Bobby met the language arts content standard.

The third student whose work I will present is Jena. On the pre-assessment test for social studies Jena was able to match six of the seven symbol pictures to their name, and provide one fact about the symbols. These responses earned her a 4 and a 3 on the pre-assessment rubric respectively. For the U.S. Symbols and Monuments workbook this student earned a 3 for including the name of the symbol, location, picture, and two interesting facts about each symbol. She also earned a 3 for using her 'Writer's Eye' to complete each page, and adding color and detail to her pictures. I also used this grade as a way to formatively assess the language arts standard integrated into my unit. Jena earned a 4 for the content of her speech on the Lincoln Memorial. Her speech was organized, she included the name, location, and three detailed facts that made her speech more interesting. On the summative assessment for social studies Jena was able to match all of the symbol pictures to their name earning her a score of 4 for that portion. She was able to provide two relevant facts about Mount Rushmore and one about the Statue of Liberty, which earned her a 4 on the summative assessment rubric. Given these scores Jena met the social studies content standard for this unit.

On the pre-assessment for the math standard Jena scored a 4 for being able to independently organize the pictograph from data generated as a class, and she also scored a 4 for being able to interpret all of the data from the graph that she organized. On the summative assessment Jena scored a 4 for being able to independently organize a pictograph given the data generated as a class. She scored a 3 on second portion of this assessment for being able to accurately interpret the data from the graph. Given the evidence presented, along with formative assessments that were conducted throughout the unit during math, I can say that Jena has met the math content standard for this unit.

For the pre-assessment for the language arts standard Jena scored a 2+ for using capital letters at the beginning of her sentences, but she mixed some capital and lowercase letters throughout her writing. This score is recorded as a 2 for report cards. She scored a 3 for her use of punctuation at the end of her sentences. She scored a 2 for spacing because she had more than a finger space between her words, and she scored a 3 for using handwriting that was mostly legible. On the writing sample used for the summative assessment Jena scored a 2 for mixing capitals throughout her writing, and a 3 for including punctuation at the end of every sentence. She also scored 4's for using appropriate spacing and not writing in the margin, as well as using neat and legible handwriting. These scores show evidence that Jena met the language arts content standard.

The fourth student whose work I will present is Kila. On the pre-assessment test for social studies Kila was able to match five of the symbol pictures to their name, which earned her a score of 4. However, on the second half of the test Kila only scored a 1 because she did not attempt a response (the artifact and rubric for this assignment are in the file labeled, "Low Pre-assessment"). For the U.S. Symbols and Monuments workbook this student earned a 3 for including the name of the symbol, location, picture, and two interesting facts about each symbol. She earned a 3 for using her 'Writer's Eye' to complete each page and adding color and detail to her pictures. I also used this grade as a way to formatively assess the language arts standard integrated into my unit. Kila earned a 2 for the content of her speech on the Washington Monument. Her speech lacked organization, and although she included the name, location, and of the monument she provided less than three facts. On the summative assessment for social studies Kila

was able to match all of the symbol pictures to their name, and she was able to provide one relevant fact about the American Flag. She did require assistance for the second half of the test and therefore was given the opportunity to verbalize her answers (the artifact and rubric for this assignment are in the file labeled, "Low Summative Assessment"). Given the scores earned Kila was able to meet the social studies content standard for this unit.

On the pre-assessment for the math standard Kila scored a 4 for being able to independently organize the pictograph from data generated as a class, and she scored a 3 for being able to interpret most of the data from the graph that she organized. With this task she answered four of the six questions correctly. On the summative assessment Kila scored a 3 because she did not include one of the pictures on the pictograph and she required some help to complete the task. She scored a 3 on this assessment for being able to interpret most of the data from the graph. The question that she missed was asking about the column that was missing one of the pictures (the artifact and rubric for this assignment are located in the file labeled, "Middle Summative Math"). Given the evidence presented, along with formative assessments that were conducted throughout the unit during math, I can say that Kila has met the math content standard for this unit.

For the pre-assessment for the language arts standard Kila scored a 2 for each of the four components on the rubric because she attempted, but did not finish the assignment. On the writing sample used for the summative assessment Kila scored a 2 for mixing capitals and lowercase letters throughout her writing, and a 2 because she did not include punctuation at the end of every sentence. She scored 3's for using appropriate spacing and not writing in the margin, as well as using neat and legible handwriting. Averaged together these scores indicate that Kila is making progress toward meeting this language arts standard, but has not yet achieved proficiency.

The fifth student whose work I will present is Luke. On the pre-assessment test for social studies Luke was able to match two of the symbol pictures to their name, but was unable to provide any facts about the symbols. These responses earned him a 3 and a 1, respectively on the pre-assessment rubric (the artifact and rubric for this assignment are located in the file labeled, "Low Pre-assessment"). For the U.S. Symbols and Monuments workbook this student earned a 2 for completing only a few of the pages, in which he did include the name of the symbol, location, picture, and two interesting facts. He earned a 2 for employing some of the components of the "Writer's Eye," but he did not add much color or detail to his pictures. This student receives CLIP services and was usually out of the classroom for half of our Social Studies block. He was given multiple opportunities to get caught up with the rest of the class, and some leeway in terms of what his expectations for completion were however, he misplaced his notebook and was unable to find until a week after the unit was complete. I offered him the opportunity to complete the workbook using printed copies of what was created as a whole group, but this task proved too overwhelming so the grade given was based on what he had completed up to that point (the artifact and rubric for this assignment are located in the file labeled, "Low Workbook"). This grade was also used as a means of formatively assessing the language arts standard integrated into my unit. Luke earned a 4 for the content of his speech on the Liberty Bell. His speech was organized, he included the name, location, and three detailed facts that made his speech more interesting. On the summative assessment for social studies Luke was able to match all of the symbol

pictures to their name. He was able to provide one relevant fact about the White House. These responses earned him a 4 and a 3, respectively on the summative assessment rubric. Given these scores Luke earned an overall score of proficient for the social studies content standard for this unit.

On the pre-assessment for the math standard Luke scored a 4 for being able to independently organize the pictograph from data generated as a class, and he scored a 3 for being able to interpret most of the data from the graph that he organized. With this task he answered five of the six questions correctly. On the summative assessment Luke scored a 4 for being able to independently organize a pictograph given the data generated as a class. He also scored a 4 on this assessment for being able to interpret the data from the graph, as well as being able to ask a relevant question that could be answered using the data represented on the graph (the artifact and rubric for this assignment are located in the file labeled, "High Summative Math"). Given the evidence presented, along with formative assessments that were conducted throughout the unit during math, I can say that Luke has met the math content standard for this unit.

For the pre-assessment for the language arts standard Luke scored a 2 because he did not use capitals at the beginning of every sentence, and he mixed capitals and lowercase letters throughout his writing. He earned a 2 for punctuation because he did not use periods at the end of his sentences. He also scored a 2 for using spacing that was more than a finger space between words. Luke scored a 3 for using mostly neat and legible handwriting. On the writing sample used for the summative assessment Luke scored a 2 for mixing capitals and lowercase letters throughout his writing, and a 2 for only including punctuation once throughout his writing. He again scored a 2 for using spacing that was greater than a finger space between words and he earned a score of 3 for using mostly neat and legible handwriting. Averaged together these scores indicate that Luke is making progress toward meeting this language arts standard, but has not yet achieved proficiency.

The sixth student whose work I will present is Darcy. On the pre-assessment test for social studies Darcy was able to match five of the seven symbol pictures to their name, but she was unable to provide any relevant facts about the symbols. These responses earned her a 4 and a 2, respectively on the pre-assessment rubric (the artifact and rubric for this assignment are located in the file labeled, "Middle Pre-assessment"). For the U.S. Symbols and Monuments workbook this student earned a 3 for including the name of the symbol, location, picture, and two interesting facts about each symbol. She earned a 4 for using her best handwriting, employing the components of the "Writer's Eye," and adding color and detail to her pictures. I also used this grade as a way to formatively assess the language arts standard integrated into my unit. Darcy earned a 4 for the content of her speech on Yankee Doodle. Her speech was well-organized, she included the name, location, and three detailed facts that made her speech more interesting. On the summative assessment for social studies Darcy was able to match all of the symbol pictures to their name, and was able to provide two relevant facts about the Bald Eagle and the White House. These responses earned her two 4's on the summative assessment rubric. Given these scores Darcy met the social studies content standard for this unit.

On the pre-assessment for the math standard Darcy scored a 4 for being able to independently organize the pictograph from data generated as a class, and she scored a 4

for being able to interpret all of the data from the graph that she organized. With this task she answered all six of the questions correctly (the artifact and rubric for this assignment is located in the file labeled, “High Pre-assessment Math 1”). On the summative assessment Darcy scored a 4 for being able to independently organize a pictograph given the data generated as a class. She also scored a 4 on this assessment for being able to interpret the data from the graph, as well as for being able to ask a relevant question that could be answered using the data represented on the graph. Given the evidence presented, along with formative assessments that were conducted throughout the unit during math, I can say that Darcy has met the math content standard for this unit.

For the pre-assessment for the language arts standard Darcy scored a 3 for using capital letters at the beginning of her sentences, and a 3 for her use of punctuation. She scored a 2 for using spacing that was greater than a finger space between words, and she scored a 3 for using mostly neat and legible handwriting. On the writing sample used for the summative assessment Darcy scored a 4 for her use of capitals at the beginning of her sentences, and a 2+ for including punctuation at the end of all her sentences except for one. She scored a 3’s for using appropriate spacing, and for using neat and legible handwriting with only one common reversal error (/d/ for /b/). These scores show evidence that Darcy met the language arts content standard.

The seventh student whose work I will present is Aubrie. On the pre-assessment test for social studies Aubrie was able to match all of the symbol pictures to their name, which earned her a 4 on the pre-assessment rubric. On the second half of the assessment Aubrie earned a 3 for writing one relevant fact about the Bald Eagle. For the U.S. Symbols and Monuments workbook this student earned a 3 for including the name of the symbol, location, picture, and two interesting facts about each symbol. She also earned a 3 for using her ‘Writer’s Eye’ to complete each page, and adding color and detail to her pictures (the artifact and rubric for this assignment are located in the file labeled, “Middle Workbook”). This workbook was also used as a way to formatively assess the language arts standard integrated into my unit. Aubrie earned a 4 for the content of her speech on the Capital Building. Her speech was organized, she included the name, location, and three detailed facts that made her speech more interesting. On the summative assessment for social studies Aubrie was able to match all of the symbol pictures to their name, and was able to provide two relevant facts about the American Flag and Mount Rushmore. These responses earned her two 4’s on the summative assessment rubric (the artifact and rubric for this assignment are located in the file labeled, “High Summative”). Given these the evidence of these scores Aubrie has met the social studies content standard for this unit.

On the pre-assessment for the math standard Aubrie scored a 4 for being able to independently organize the pictograph from data generated as a class, and she also scored a 4 for being able to interpret all of the data from the graph that she organized as demonstrated by answering all six of the questions correctly. On the summative assessment Aubrie scored a 4 for being able to independently organize a pictograph given the data generated as a class. She scored a 3 on this assessment for being able to interpret the data from the graph, but she was unable to ask a relevant question that could be answered using the data represented on the graph. Given the evidence presented, along with formative assessments that were conducted throughout the unit during math, I can say that Aubrie has met the math content standard for this unit.

For the pre-assessment for the language arts standard Aubrie scored a 4 for using capital letters at the beginning of her sentences and for capitalizing I, and a 3 for her use of punctuation. She scored a 2+ for sometimes leaving appropriate spacing, but at other times leaving more than a finger space between words. She scored 4 for using neat, legible handwriting with few or no eraser marks. On the writing sample used for the summative assessment Aubrie scored a 2 for not including a capital at the beginning of every sentence, but did score a 3 for including punctuation at the end of every sentence. She scored 3's for using appropriate spacing between words, and using neat and legible handwriting (the artifact and rubric for this assignment are located in the file labeled, "Middle Summative Language Arts"). These scores show evidence that Aubrie met the language arts content standard with a score of proficient.

The eighth student whose work I will present is Amy. On the pre-assessment test for social studies Amy was able to match all of the symbol pictures to their name, and provide one relevant fact about the symbols: "The Statue o Liberty is in New York." These responses earned her a 4 and a 3, respectively on the pre-assessment rubric (the artifact and rubric for this assignment are located in the file labeled, "High Pre-assessment"). For the U.S. Symbols and Monuments workbook this student earned a 3 for including the name of the symbol, location, picture, and two interesting facts about each symbol. She earned a 4 for using her best handwriting, employing the components of the "Writer's Eye," and adding color and detail to her pictures (the artifact and rubric for this assignment are located in the file labeled, "Middle Workbook"). This workbook was also used as a way to formatively assess the language arts standard integrated into my unit. Amy earned a 4 for the content of her speech on Marine Corps War Memorial. Her speech was organized, she included the name, location, and three detailed facts that made her speech more interesting. On the summative assessment for social studies Amy was able to match all of the symbol pictures to their name, and was able to provide two relevant facts about the American Flag, and the Statue of Liberty. These responses earned her two 4's on the summative assessment rubric (the artifact and rubric for this assignment are located in the file labeled, "High Summative"). Given these scores Amy met the social studies content standard for this unit.

On the pre-assessment for the math standard Amy scored a 4 for being able to independently organize the pictograph from data generated as a class, and she also scored a 4 for being able to interpret all of the data from the graph that she organized. With this task she answered all six of the questions correctly. On the summative assessment Amy scored a 4 for being able to independently organize a pictograph given the data generated as a class, and she scored a 3 on this assessment for being able to interpret the data from the graph, but she was not able to ask a relevant question that could be answered given the information on the graph. Given the evidence presented, along with formative assessments that were conducted throughout the unit during math, I am able to conclude that Amy has met the math content standard for this unit.

For the pre-assessment for the language arts standard Amy scored a 3 for using capital letters at the beginning of her sentences, and a 3 for her use of punctuation. She scored a 2 for using spacing that was greater than a finger space between words spacing, and she scored a 4 for using neat, legible handwriting with few or no eraser marks (the artifact and rubric for this assignment are located in the file labeled, "Middle Pre-assessment Language Arts"). On the writing sample used for the summative assessment

Amy scored a 4 for her use of capitals at the beginning of her sentences, and a 3 for including punctuation at the end of every sentence. She scored a 3 for using appropriate spacing between her words, and a 4 for her use of neat and legible handwriting. These scores show evidence that Amy met the language arts content standard.

The ninth student whose work I will present is Donavon M. On the pre-assessment test for social studies Donavon M. was able to match two of the symbol pictures to their name, and provide two facts about the symbols, but was not able to provide any relevant facts about the symbols. These responses earned him a 3 and a 2, respectively on the pre-assessment rubric. For the U.S. Symbols and Monuments workbook this student earned a 3 for including the name of the symbol, location, picture, and two interesting facts about each symbol. He also earned a 3 for using his 'Writer's Eye,' and adding color and detail to his pictures. This workbook was also used as a way to formatively assess the language arts standard integrated into my unit. Donavon M. earned a 4 for the content of his speech on The U.S. Supreme Court building. His speech was organized, he included the name, location, and three detailed facts that made his speech more interesting. On the summative assessment for social studies Donavon M. was able to match all of the symbol pictures to their name, and was able to provide two relevant facts the Bald Eagle, and one about the American Flag. These responses earned him a 4 and a 3, respectively on the summative assessment rubric. Given these scores Donavon M. met the social studies content standard for this unit.

On the pre-assessment for the math standard Donavon scored a 4 for being able to independently organize the pictograph from data generated as a class, but he scored a 2 for only being able to interpret some of the data from the graph, and providing an irrelevant answer to one of the questions that was asked. With this task he answered two of the six questions correctly (the artifact and rubric for this assignment are located in the file labeled, "Low Pre-assessment Math"). On the summative assessment Donavon M. scored a 4 for being able to independently organize a pictograph given the data generated as a class, and he scored a 3 on this assessment for being able to interpret the data from the graph. He was not however, able to ask a relevant question that could be answered using the data provided on the graph. Given the evidence presented, along with formative assessments that were conducted throughout the unit during math, I can say that Donavon M. has met the math content standard for this unit.

For the pre-assessment for the language arts standard Donavon M. scored a 2 for mixing capital and lowercase letters throughout his writing, and a 2 for including punctuation when it was not necessary and not using it when it was necessary. He scored a 3 for using appropriate spacing, and he scored a 4 for using neat, legible handwriting with few or no eraser marks. On the writing sample used for the summative assessment Donavon M. scored a 3 for his use of capitals at the beginning of his sentences, and a 3 for including punctuation at the end of every sentence. He again scored 3's for using appropriate spacing, as well as using neat and legible handwriting. These scores show evidence that Donavon M. met the language arts content standard.

The tenth student whose work I will present is Gavin. On the pre-assessment test for social studies Gavin was able to match all of the symbol pictures to their name, but he was unable to provide an accurate fact about the symbols. His response to the prompt, "Tell me what you know" was, "I know why it cald a bald egilee. Because hes eyes are kind of bald." These responses earned him a 4 and a 2, respectively on the pre-assessment

rubric (the artifact and rubric for this assignment are located in the file labeled, "Middle Pre-assessment"). For the U.S. Symbols and Monuments workbook this student earned a 3 for including the name of the symbol, location, picture, and two interesting facts about each symbol. He also earned a 3 for using his 'Writer's Eye,' and adding color and detail to his pictures. This workbook was also used as a way to formatively assess the language arts standard integrated into my unit. Gavin earned a 4 for the content of his speech on the Great Seal. His speech was organized, he included the name, location, and three detailed facts that made his speech more interesting. On the summative assessment for social studies Gavin was able to match all of the symbol pictures to their name, and was able to provide two relevant facts about the Bald Eagle and Mount Rushmore. This time he was able to share that, "the bald eagle is our national bird, and you cant shot it." These responses earned him two 4's on the summative assessment rubric. Given these scores Gavin met the social studies content standard for this unit.

On the pre-assessment for the math standard Gavin scored a 4 for being able to independently organize the pictograph from data generated as a class, and he scored a 3 for being able to interpret most of the data from the graph that he organized. With this task he answered five of the six questions correctly. On the summative assessment Gavin scored a 4 for being able to independently organize a pictograph given the data generated as a class, and he scored a 3 on this assessment for being able to interpret the data from the graph, but he was unable to ask a relevant question that could be answered using the data represented on the graph. His question instead was, "What one did Miss Dahlgren pick?" Given the evidence presented, along with formative assessments that were conducted throughout the unit during math, I can say that Gavin has met the math content standard for this unit.

For the pre-assessment for the language arts standard Gavin scored a 4 for using capital letters at the beginning of his sentences, as well as capitalizing proper nouns when necessary, and he scored a 3 for his use of punctuation. He scored a 4 for using appropriate spacing and for not writing in the margins, and he scored a 3 for using neat, legible handwriting with most of his letters formed correctly. On the writing sample used for the summative assessment Gavin scored a 2 because he did not use of capitals at the beginning of all his sentences, and he mixed some capitals and lowercase letters throughout his writing. He scored a 3 for including punctuation at the end of every sentence. He scored 3's for using appropriate spacing, as well as using neat and legible handwriting and the proper formation of most of his letters. These scores show evidence that Gavin met the language arts content standard.

The eleventh student whose work I will present is Hector. On the pre-assessment test for social studies Hector was able to match four of the symbol pictures to their name, but he was unable to provide any relevant facts about the symbols. These responses earned him a 4 and a 2, respectively on the pre-assessment rubric (the artifact and rubric for this assignment are located in the file labeled, "Low Pre-assessment"). For the U.S. Symbols and Monuments workbook this student earned a 3 for including the name of the symbol, location, picture, and two interesting facts about each symbol. He earned a 2 for using some of the components of the 'Writer's Eye,' and adding some color and detail to his pictures. This workbook was also used as a way to formatively assess the language arts standard integrated into my unit. Hector earned a 2 for the content of his speech on the Jefferson Memorial. His speech lacked organization, and although he included the

name, location, and of the monument he provided less than three facts. On the summative assessment for social studies Hector was able to match all of the symbol pictures to their name, and was able to provide two relevant facts about the American Flag and one about the Statue of Liberty. These responses earned him a 4 on the matching portion and a 3 on the written facts portion of the summative assessment rubric. It is important to note that this student was allowed the opportunity to verbalize his answers on the written fact portion of this test. Given his behavioral needs this seemed to be in his best interest. Given these scores Hector met the social studies content standard for this unit.

On the pre-assessment for the math standard Hector scored a 4 for being able to independently organize the pictograph from data generated as a class, and he scored a 4 for being able to interpret all of the data from the graph that he organized. With this task he answered all six of the questions correctly (the artifact and rubric for this assignment are located in the file labeled, "High Pre-assessment Math 2"). On the summative assessment Hector scored a 4 for being able to independently organize a pictograph given the data generated as a class and he scored a 3 on this assessment for being able to interpret the data from the graph, but he was unable to ask a relevant question that could be answered using the data represented on the graph. Given the evidence presented, along with formative assessments that were conducted throughout the unit during math, I can say that Hector has met the math content standard for this unit.

For the pre-assessment for the language arts standard Hector scored a 2 for mixing capital and lowercase letters throughout his writing, and a 3 for his use of punctuation. He scored a 2 for using more than a finger space between words, and he scored a 3 for using neat, legible handwriting with letters that were mostly formed correctly. On the writing sample used for the summative assessment Hector scored a 2 for not using capitals at the beginning of every sentence, and a 3 for including punctuation at the end of every sentence. He scored 4's for using appropriate spacing and not writing in the margin, as well as using neat and legible handwriting. These scores show evidence that Hector met the language arts content standard.

The twelfth student whose work I will present is Donovan R. On the pre-assessment test for social studies Donovan R. was able to match three of the symbol pictures to their name, and provide one accurate and relevant fact about the symbols. These responses earned him a 4 and a 3, respectively on the pre-assessment rubric. For the U.S. Symbols and Monuments workbook this student earned a 3 for including the name of the symbol, location, picture, and two interesting facts about each symbol. He earned a 2 employing some of the components of the 'Writer's Eye,' and adding some color and detail to his pictures. This workbook was also used as a way to formatively assess the language arts standard integrated into my unit. Donovan R. earned a 3 for the content of his speech on Independence Hall. His speech was organized, and he included the name, location, and three facts. On the summative assessment for social studies Donovan R. was able to match all of the symbol pictures to their name, and was able to provide three relevant facts about the Bald Eagle and Mount Rushmore. These responses earned him a 4 and a 3, respectively on the summative assessment rubric. Given these scores Donovan R. met the social studies content standard for this unit.

On the pre-assessment for the math standard Donovan R. scored a 4 for being able to independently organize the pictograph from data generated as a class, and he scored a 4 for being able to interpret all of the data from the graph that he organized. With this

task he answered all six of the questions correctly. On the summative assessment Donovan R. scored a 4 for being able to independently organize a pictograph given the data generated as a class, and he scored a 3 on this assessment for being able to interpret the data from the graph. However, he was unable to ask a relevant question that could be answered using the data represented on the graph (the artifact and rubric for this assignment are located in the file labeled, "Middle Summative Math"). Given the evidence presented, along with formative assessments that were conducted throughout the unit during math, I can say that Donovan R. has met the math content standard for this unit.

For the pre-assessment for the language arts standard Donovan R. scored a 2 for mixing capital and lowercase letters throughout his writing, and a 3 for his use of punctuation. He scored a 2 for using more than a finger space between words, and he scored another 2 for using handwriting that was at times legible, and that were sometimes formed correctly (the artifact and rubric for this assignment are located in the file labeled, "Low Pre-assessment Language Arts"). On the writing sample used for the summative assessment Donovan R. scored a 3 for his use of capitals at the beginning of his sentences, and a 2 for not including punctuation at the end of every sentence. He scored a 4 for using appropriate spacing and not writing in the margin. For neatness Donovan R. scored a 2 because at times his writing was illegible and some of his letters were formed incorrectly. These scores show evidence that Donovan R. is making progress towards meeting this language arts content standard, but his not yet proficient.

The thirteenth student whose work I will present is Hailee. On the pre-assessment test for social studies Hailee was able to match all of the symbol pictures to their name, and provide two facts about the symbols. These responses earned her two 4's on the pre-assessment rubric. For the U.S. Symbols and Monuments workbook this student earned a 4 for including the name of the symbol, location, picture, and two interesting facts different from the ones generated as a class about each symbol. She earned a 4 for using her best handwriting, employing the components of the 'Writer's Eye,' and adding color and detail to her pictures (the artifact and rubric for this assignment are located in the file labeled, "High Workbook"). This workbook was also used as a way to formatively assess the language arts standard integrated into my unit. Hailee earned a 4 for the content of her speech on *My country 'tis of thee*. Her speech was organized, she included the name, location, and three detailed facts that made her speech more interesting. On the summative assessment for social studies Hailee was able to match all of the symbol pictures to their name, and was able to provide two relevant facts about the American Flag and the Pledge of Allegiance. These responses earned her two 4's on the summative assessment rubric. As evidenced by these scores Hailee's meeting of the social studies content standard for this unit was advanced.

On the pre-assessment for the math standard Hailee scored a 4 for being able to independently organize the pictograph from data generated as a class, and she scored a 4 for being able to interpret all of the data from the graph that she organized. With this task she answered all six of the questions correctly. On the summative assessment Hailee scored a 4 for being able to independently organize a pictograph given the data generated as a class. She also scored a 4 on this assessment for being able to interpret the data from the graph, as well as for being able to ask a relevant question that could be answered using the data represented on the graph. Given the evidence presented, along with

formative assessments that were conducted throughout the unit during math, I can say that Hailee has met the math content standard for this unit.

For the pre-assessment for the language arts standard Hailee scored a 4 for using capital letters at the beginning of her sentences, as well as for capitalizing the proper nouns used in her writing. She scored a 3 for her use of punctuation and she scored a 4 for using appropriate spacing and for not writing in the margins. Hailee scored another 4 for using neat, legible handwriting with few or no eraser marks (the artifact and rubric for this assignment are located in the file labeled, "High Pre-assessment Language Arts"). On the writing sample used for the summative assessment Hailee scored a 3 because even though she used capitals at the beginning of her sentences she also used them a few times throughout her writing when they were not necessary. She scored 2 for not including punctuation at the end of every sentence, and 4's for using appropriate spacing and not writing in the margin, as well as using neat and legible handwriting with few eraser marks. These scores show evidence that Hailee met the language arts content standard.

The fourteenth student whose work I will present is Jaelyn. On the pre-assessment test for social studies Jaelyn was able to match three of the symbol pictures to their name, but she was unable to provide any relevant facts about the symbols. These responses earned her a 4 and a 2, respectively on the pre-assessment rubric. For the U.S. Symbols and Monuments workbook this student earned a 3 for including the name of the symbol, location, picture, and two interesting facts about each symbol. She earned a 2 for employing some of the components of the 'Writer's Eye,' and adding some color and detail to her pictures. This workbook also used as a way to formatively assess the language arts standard integrated into my unit. Jaelyn earned a 3 for the content of her speech on *America, the beautiful*. Her speech was organized, and she included the name, location, and three facts about her symbol. On the summative assessment for social studies Jaelyn was able to match all of the symbol pictures to their name, and was able to provide one relevant fact about the Bald Eagle and two relevant facts about the American Flag. These responses earned her a 4 and a 3, respectively on the summative assessment rubric (the artifact and rubric for this assignment are located in the file labeled, "Middle Summative"). Given these scores Jaelyn met the social studies content standard for this unit.

On the pre-assessment for the math standard Jaelyn scored a 4 for being able to independently organize the pictograph from data generated as a class, and she scored a 3 for being able to interpret most of the data from the graph that she organized. With this task she answered five of the six questions correctly (the artifact and rubric for this assignment are located in the file labeled, "Middle Pre-assessment Math"). On the summative assessment Jaelyn scored a 4 for being able to independently organize a pictograph given the data generated as a class and she scored a 3 on this assessment for being able to interpret most of the data from the graph, as well as being able to ask a relevant question that could be answered using the data represented on the graph (the artifact and rubric for this assignment are located in the file labeled, "Low Summative Math"). Given the evidence presented, along with formative assessments that were conducted throughout the unit during math, I can say that Jaelyn has met the math content standard for this unit.

For the pre-assessment for the language arts standard Jaelyn scored a 4 for using capital letters at the beginning of her sentences, and a 3 for her use of punctuation. She

scored a 2 for using less than a finger space between words, and she scored another 3 for using mostly legible handwriting some letters formed incorrectly. On the writing sample used for the summative assessment Jaelyn scored a 3 for her use of capitals at the beginning of her sentences, and a 3 for including punctuation at the end of every sentence. She scored 1 for not differentiating between words by leaving an appropriate amount of space, and she scored a 3 for using mostly legible handwriting with some her letters being formed incorrectly (the artifact and rubric for this assignment are located in the file labeled, “Low Summative Language Arts”). These scores show evidence that Jaelyn met the language arts content standard, although this student will need to continue working on appropriate spacing between words.

The fifteenth student whose work I will present is Cordell. On the pre-assessment test for social studies Cordell was able to match all of the symbol pictures to their name, and provide one irrelevant fact about the symbols: “I know that the Eagle can fly.” These responses earned him a 4 and a 2, respectively on the pre-assessment rubric. For the U.S. Symbols and Monuments workbook this student earned a 3 for including the name of the symbol, location, picture, and two facts about five of the six symbols. The page for the sixth symbol contained only the name, location, and picture of the symbol. He earned a 2 for employing some of the components of the ‘Writer’s Eye,’ and adding some color and detail to his pictures. This workbook was also used as a way to formatively assess the language arts standard integrated into my unit. Cordell earned a 4 for the content of his speech on the song, *God bless America*. His speech was organized, he included the name, location, and three detailed facts that made his speech more interesting. On the summative assessment for social studies Cordell was able to match all of the symbol pictures to their name, and was able to provide two relevant facts about the Statue of Liberty and the one fact about Mount Rushmore. These responses earned him a 4 and a 3, respectively on the summative assessment rubric. Given these scores Cordell met the social studies content standard for this unit.

On the pre-assessment for the math standard Cordell scored a 4 for being able to independently organize the pictograph from data generated as a class, and he scored a 4 for being able to interpret all of the data from the graph that he organized. With this task he answered all six of the questions correctly. On the summative assessment Cordell scored a 4 for being able to independently organize a pictograph given the data generated as a class. He also scored a 4 on this assessment for being able to interpret the data from the graph, as well as being able to ask a relevant question that could be answered using the data represented on the graph. Given the evidence presented, along with formative assessments that were conducted throughout the unit during math, I can say that Cordell has met the math content standard for this unit.

For the pre-assessment for the language arts standard Cordell scored a 2 for mixing capital and lowercase letters throughout his writing, and a 3 for his use of punctuation. He scored a 3 for using appropriate spacing, and he scored a 4 for using neat, legible handwriting with few or no eraser marks. On the writing sample used for the summative assessment Cordell scored a 2+ because although he did not mix capitals and lowercase letters throughout his writing he did not include capitals at the beginning of all of his sentences. He scored a 2 for not including punctuation every time that it was necessary or including it when it was not needed. Cordell scored 4’s for using appropriate

spacing and not writing in the margin, as well as using neat and legible handwriting. These scores show evidence that Cordell met the language arts content standard.

The sixteenth and final student whose work I will present is Max. On the pre-assessment test for social studies Max was able to match all of the symbol pictures to their name, but the fact that he provided was inaccurate. These responses earned him a 4 and a 2, respectively on the pre-assessment rubric. For the U.S. Symbols and Monuments workbook this student earned a 3 for including the name of the symbol, location, picture, and two interesting facts about each symbol. He earned a 2 for employing some of the components of the 'Writer's Eye,' and adding some color and detail to his pictures. This workbook was also used as a way to formatively assess the language arts standard integrated into my unit. Max earned a 4 for the content of his speech on the Figures of Justice. His speech was organized, he included the name, location, and three detailed facts that made his speech more interesting. On the summative assessment for social studies Max was able to match all of the symbol pictures to their name, and was able to provide two relevant facts about the American Flag and one fact about the White House. These responses earned him a 4 and a 3, respectively on the summative assessment rubric. Given these scores Max met the social studies content standard for this unit.

On the pre-assessment for the math standard Max scored a 4 for being able to independently organize the pictograph from data generated as a class, and he scored a 4 for being able to interpret all of the data from the graph that he organized. With this task he answered all six of the questions correctly. On the summative assessment Max scored a 4 for being able to independently organize a pictograph given the data generated as a class. He also scored a 4 on this assessment for being able to interpret the data from the graph, as well as being able to ask a relevant question that could be answered using the data represented on the graph. Given the evidence presented, along with formative assessments that were conducted throughout the unit during math, I can say that Max has met the math content standard for this unit.

For the pre-assessment for the language arts standard Max scored a 3 for using capital letters at the beginning of his sentences, and a 3 for his use of punctuation. He scored a 3 for using appropriate spacing, and he scored another 4 for using neat, legible handwriting with few or no eraser marks. On the writing sample used for the summative assessment Max scored a 2+ because even though he did not mix capitals and lowercase throughout, he did not start every sentence with a capital letter. He scored a 2 for not including punctuation at the end of every sentence. Max scored two 4's for using appropriate spacing and not writing in the margin, as well as using neat and legible handwriting. These scores show evidence that Max met the language arts content standard.

For the unit as a whole, 9 out of 16 students earned a proficient grade and the remaining 7 earned an advanced grade (see Table 1). For the social studies standard 7 students scored advanced and 9 students scored proficient (see Table 2). For the math standard 15 students scored advanced and 1 scored proficient (see Table 3). For the language arts standard, 3 students scored advanced, 10 scored proficient, and 3 scored below proficient (see Table 4). Total scores for each standard were figured using averaged scores for each assignment or test, along with formative assessments that were conducted throughout the unit such as, questioning and observations that took place during instructional and independent work time.

Students participated in classroom learning designed to teach them about six different U.S. symbols and monuments, and as evidenced by their performance on the summative assessment all 16 students were able to successfully match a picture of the symbol to its written name, and 15 of my 16 students were able to share, either through writing or verbalization, two facts about two symbols or monuments of their choosing. The social studies standard that was addressed in this unit, as set by the state of Wyoming, states that students be able to name two different symbols that represent the United States. The data I collected demonstrates that all of my students are proficient or advanced in regards to this standard.

The students in my class also participated in classroom learning designed to teach them how to gather data, organize and represent that data using a pictograph, and interpret that data by answering questions relevant to the graph. As evidenced by their summative assessment all 16 students were able to organize a pictograph using data collected as a class, and all but one were able to accurately interpret that data.

In regards to language arts my students participated in classroom learning designed to help them remember to use capitals at the beginning of their sentences, punctuation at the end, and proper spacing throughout. The data that I collected shows that 13 of my students are proficient where this standard is concerned and 3 are making progress, but have not yet reached proficiency.

As evidenced by the above statements and discussions of individual student work that are based on pre-assessments, formative assessments, and summative assessments, along with the grade book tables, and student artifacts at various levels I am able to show that the students in my class gained a comprehensive understanding of the U.S. symbols and monuments that we studied. They are able to recognize the symbols and monuments, recall facts about each, and apply what they know about the symbols to other areas of their lives. In addition, I am able to state that they have a solid understanding of how to gather data, organize it into a pictograph, and answer questions based on the given information. In regards to the language arts standard most of my students use proper grammatical conventions on a regular basis and are proficient in this area. However, there are 3 students who still struggle with consistently using these conventions in their writing. They are making progress and I feel with continued practice, they will be proficient in this standard by the end of the school year.

#### REFLECTIVE ESSAY

In the planning for implementation and assessment of student learning for my Capstone Unit, I feel that I have met the Performance Based Standards for Colorado Teachers, and have therefore demonstrated my competency as a teacher. I will explain the ways in which I have done so by discussing how I met Standard Two: Knowledge of Mathematics, Standard Three: Knowledge of Standards and Assessment, Standard Four: Knowledge of Content, Standard Five: Knowledge of Classroom and Instructional Management, Standard Six: Knowledge of Individualized Instruction, Standard Nine: Diversity, and Standard Ten: Professionalism.

During the planning of my Capstone Unit on U.S. Symbols and Monuments I made the decision to integrate math instruction that centered on organizing, representing, and interpreting pictographs. Pictographs utilize pictures or symbols as a means of representing collected data. This was an interesting way not only to introduce the concept

of pictographs, or graphs in general as a way to organize information, but it tied seamlessly into the various ways that symbols are used in our lives.

In teaching students how to organize a pictograph I first had students color their own cupcake man that would go on the class graph, red for girls, blue for boys. (The choice of colors, while seemingly perpetuating color preference stereotypes, were actually chosen more for their symbolic nature in regards to the red, white, and blue of the flag. White butcher paper was used for the graph itself.) These cupcakes coincided with the Cupcake Glyphs we created during a previous lesson. Once students had completed their coloring they were asked to meet on the carpet where I led them in the creation and organization of the graph. This hands-on experience proved incredibly effective, and engaging. Students actively discussed the placement of the cupcakes as each student placed theirs on the graph above their gender and choice of whether or not they wanted to be president one day. When the graph was complete I had students return to their seats and organize the same graph on a smaller scale using mini-cupcakes. This required students to keep track of the number of cupcakes that they had glued on their graph so that all were accounted for. They then answered questions pertaining to the graph which were located on the bottom of their sheet.

The next social studies lesson that had students organizing pictographs was structured differently in order for me to be able to assess their ability to organize the graph entirely on their own. To gather the data for this lesson I had students place a tally mark on the SMARTboard under the name of the monument that they would most like to visit some day. As students placed their tally marks I had them verbalize how many tally marks that monument had received. This not only gave them practice collecting data, but also with using tally marks which is another first grade math standard.

In discussing pictographs I introduced students to, and used academic math language such as pictograph, data, organization, interpreting, x-axis, y-axis, title, and labels. Explicit teaching of academic language in all content areas is vital, and helps to build a deeper foundation of understanding. I have learned through this experience that introducing this language to first graders is not wasted on them, but instead helps to develop their higher-level cognitive skills.

Although the math standard I chose was graphing, I was able to incorporate math in other ways as well. While learning about the Statue of Liberty students played a game that I created in which they were traveling to the famous monument. In order to move their game token students had to spin two spinners, write the numbers on their record sheet, and add them together. This provided an opportunity for students to practice their math facts, writing their numbers, and counting up to the appropriate number in order to move their token the correct number of spaces. Through teaching this unit I found that there are numerous fun, engaging, and authentic opportunities in which to integrate math instruction and practice into social studies.

For Standard 3: Knowledge of Standards and Assessment I took the Wyoming Social Studies Standard 4: Students demonstrate an understanding of the people, events, problems, ideas and cultures that were significant in the history of our community, state, nation and world, along with, **4.1:** Students cite two examples of National symbols—i.e. Statue of Liberty, eagle, Liberty Bell, United States Flag, and developed an overview of what I wanted my unit to encompass. I decided on the symbols and monuments that would be discussed, settling on six that I felt would interest the students, gathered the

necessary materials and books that I planned on using, researched websites, created the U.S. Symbols and Monuments workbook that the students would use throughout the unit, and designed the lesson plans, assessments, and rubrics that would be used to teach and assess the unit.

Once I had developed an overview of the unit, I began work on scheduling which days we would discuss each symbol so that there would be cohesion within the unit. I decided to start with the American Flag because all of my students had background knowledge that they could bring to the discussion; there is a Flag in our room, and we say the Pledge of Allegiance every morning. The Pledge of Allegiance was next in the schedule because it coincided with our discussion of the American Flag. I scheduled the White House and Mount Rushmore during the week of President's Day so that we could tie in discussion about what the role of the president is in our country. I feel proper planning is important in making sure that opportunities for learning can be maximized. Starting with a symbol that students were knowledgeable about gave them confidence in their ability to learn about other symbols, and about the overall nature of symbols. Had I not taken the time to properly plan I might have unnecessarily increased the frustration level of some of my students.

After I had calendared the lessons for the entire unit, I created my first lesson plan keeping in mind that flexibility in my planning needed to be incorporated. I knew what I wanted my students to be able to accomplish as a result of this unit, but I did not know what background knowledge or misconceptions they would be bringing with them. Given that understanding the first lesson included the creation of a whole class K-W-L chart, and an individual pre-assessment. This offered me the opportunity to find out what the students knew or thought they knew about the symbols, and to present those ideas in a way that we could revisit that information throughout the course of the unit. The individual pre-assessment test gave me a picture of the level at which each student was coming into the unit. Some of my students were able to match all the symbols, and write one or two accurate and relevant facts, other students were able to match some of the symbols and write an inaccurate fact, while others were able to match a few symbols, but did not attempt to write anything else about them. With this information I was able to decide what misconceptions needed to be addressed, and what direction my instruction needed to take.

As each lesson approached I wrote out what it was we were going to be doing, making sure that the objectives were aligned with the standards. The independent practice portion of some of my lessons was the same, filling in the workbook page with the name, location, two interesting facts, and drawing a picture of the symbol. I felt this was a way that I could formatively assess the progress that students were making in using their 'Writer's Eye,' as well as in developing conceptual knowledge of each symbol, allowing them to move from needing more support to progressively less support. This also provided a routine that was helpful for some students, and for those who needed a bit more variety, it was offered in the different resources used in instruction.

In order to ensure that the assessments conducted would be graded objectively I created a rubric for each (these rubrics have been uploaded in both the evaluative and reflective essay sections). Each rubric is based on a scale of 1-4 with 1 being that the student did not attempt the work, 2 that the student is making progress, 3 that the student is proficient, and 4 that the student is advanced. The rubrics provided me with a means of

adequately assessing student work, as well as providing relevant and comprehensive feedback to the student and their parents.

In order to provide relevant and immediate verbal feedback to students I monitored them during independent practice, walking around the room conducting observations and conferring with students about their work and their questions. I made sure to check each student's work before they moved on to a new task, asking them to make changes or add details where necessary. As I formatively assessed student work in their workbooks during the lesson on the American Flag I noticed that some of my students were overwhelmed with the task of having to decide which facts to write down, and how to spell certain words. With this information in mind I modified the next lesson to include a scanned-in copy of the workbook page which I could manipulate on the SMARTboard. I then had the students share some facts that they would like to include on their page and I wrote those on the SMARTboard as they would in their workbooks. I was then able to print those pages so that the students who were absent would be able to keep up with their classmates.

In order to prepare myself to be able to teach the content (Standard 4) for my Capstone Unit I read multiple books that detailed information about each of the U.S. symbols and monuments that we studied, as well as accessed the background knowledge that I already possessed about them. As I read to the students about the symbols and monuments I was able to add information, clarify misconceptions, and draw relevant connections to their lives. For example during the lesson on Mount Rushmore the book that I read to the students, *Symbols of freedom: Mount Rushmore*, has a picture of a model that Gutzon Borglum made before work started on the monument. I asked the students to share what differences they noticed between the model and the actual monument. I then explained to them that as the carving began Borglum realized that changes would need to be made in order to accommodate the various unforeseen problems he was facing. I then asked the students to share what they thought would have happened if Borglum had gotten frustrated and gave up because his original idea could not be created. After their responses, I connected the concept of the revision of Mount Rushmore to the revisions that they are asked to do in their writing. I explained that first drafts are just a rough plan designed to get their ideas on paper, and then as a writer's the next step is to go back and decide what works and what does not. The students responded well to this and referred back to this concept at different times during the course of this unit.

The above scenario was just one of the ways that I was able to integrate literacy instruction into my unit. By taking the time to plan and develop objectives that were aligned with the standards, as well as taking the time to increase my own knowledge of the content I was able to ensure a rich learning environment that smoothly integrated social studies, mathematics, and literacy.

In terms of knowledge of classroom and instructional management (Standard 5) I feel that I was able to create a positive learning environment, in which students felt safe to share their ideas, make connections, and ask questions. I was prepared for each lesson with the necessary materials, resources, and content knowledge which allowed for the efficient use of time. I have learned that proper preparation reduces the amount of time that students have to wait, which in turn reduces most behavioral problems. However, there are a few students in my classroom that consistently display behavioral problems

which require various tactics in order to reduce the chances of their behavior escalating. One student in particular needs specific reinforcement that does not center on qualifiers such as, 'perfect,' 'good,' or 'great.' He also needs to feel that what he does is his choice, so providing him with multiple options that ultimately have the same conclusion allows him to feel a sense of control. At other times I found that it was best to ignore certain behaviors and allow the student to make a different choice of his own volition.

For the most part disciplinary issues were avoided by using engaging instruction, along with simple redirection. If I noticed that a student was not paying attention or was distracted by another classmate I would quietly ask them to put their eyes back on me, or find their five.

As a way of involving parents in the education of the children I added a speech to our unit. I sent home an informative letter explaining the assignment, along with a speech organizer, and bit of research on the symbol that their student had chosen. The format of the organizer was almost identical to the format of the workbook pages the students had been working on, which I felt would increase the success of my students. In the letter parents were asked to help their student find the location of, and 3-5 interesting facts about their symbol. It also asked them to help their child create their visual aid and practice giving their speech. I feel that this assignment offered parents the opportunity to participate in their child's learning in a way that was meaningful and fun.

However, I did receive one email from a parent who was not happy about the speech homework. She did not feel that she had the time to work with her child on this assignment, nor could she see how having her child complete this project was appropriate for the grade level. My cooperating teacher and I responded by explaining that speeches are a part of the curriculum in every grade throughout the district, but that we understood if she did not have the time to work on this particular assignment. Instead, we offered to have our CLIP replacement teacher work with the student to fill out the speech organizer and create the visual aide. I feel that this was the best way to handle this situation because the student was able to complete the work, participate in the speech, and it reduced any further conflict with the parent.

In another instance, my cooperating teacher and I had to contact a parent to discuss the behavioral issues that their child was having at school. This particular student was having an issue with hitting other students, and being disruptive during whole group instruction. Between our communications with the parent we decided that the best course of action was to develop a behavior chart in which we would keep track of his actions throughout the course of the day. The chart was then sent home with him every night to be signed by a parent and then returned the next day. At the end of the week if the student had one hundred points worth of smiley faces then he was able to choose a prize out of the treasure box. In addition we made the decision to have the student line up at the end of the line, and had him sit in a chair during instructional time instead of on the floor. We found that this drastically reduced the number of incidents that he had with other students because it provided him with the space that he needed.

For Standard Six: Knowledge of Individualization of Instruction, I feel that I demonstrated my ability to differentiate instruction in order to meet the needs of individual students, in a number of ways. To begin with I scanned in copies of all relevant worksheets that the students would be working with so that I would be able to display them on the SMARTboard, and model the expectation for completion. This was a

strategy that I had not anticipated needing until I was teaching the first lesson, at which point I realized that I had five students who were frustrated by the level of the task that they had been given. In order for them to be successful I needed to implement more scaffolding to support them in their learning. By working with these students as a group to complete the page on the SMARTboard, they then felt confident enough to work independently to complete their page. They knew what they were going to be writing and they did not have to be concerned with not knowing how to spell all the words correctly because I had already done that for them.

During the integrated social studies/math lesson in which students played the My Trip to the Statue of Liberty game I paired students with lower level addition skills, who needed more support with students who had higher addition skills and could help those students. I also took into consideration the different personalities of my students so that they would be paired with someone that they would get along with, and someone with whom they would stay on task. All of the students benefitted from this type of grouping and were engaged in the learning process.

For those students in my class who have higher cognitive needs I made sure to have extension activities available, and a tub of books related to the content that they could work on or read when they had completed their work.

This semester I had the opportunity to work with my cooperating teacher gathering data on a student whose level of work had started to decline, while her frustration level had increased. We collected information forms from the specials teachers regarding her progress and behaviors in their classes, her 3<sup>rd</sup> quarter assessment scores, and data derived from her CLIP sessions. This information was given to the Building Intervention Team (BIT) and a letter was sent to her parents regarding the concerns that we had about her lack of academic progress and her increased behavioral issues. This particular student was already on an IEP for her speech issues, but was no longer receiving services because she had made significant progress in that area. This process offered a significant learning opportunity for me, in that I was able to see and participate in the different types of intervention that were being implemented at the Tier 1 level, and then participate in the process of referring the student for Tier 2 intervention.

For Standard Nine: Diversity, I feel that I provided a learning environment that was accepting of all students. In the course of teaching my Capstone Unit I incorporated a lesson on what it means to be a citizen. One of the topics that we discussed dealt with immigration and naturalization (this was also discussed in our lesson on the Statue of Liberty). The students in my class were interested in this because we have two students who were adopted from China as infants, and their classmates wanted to know if they were considered American's also. They asked this in a respectful way that showed their genuine interest. I assured them that when a child is adopted from another country different from the United States that they are given citizenship status, and all the rights and responsibilities that go along with it.

I feel that I was cognizant of the various learning needs and styles of the students in my class, along with their behavioral and social needs. All students were treated fairly and with respect. Their questions and connections were honored and valued as integral components of a high quality learning environment. In reflecting on my lessons I feel that it would have been beneficial to create a word wall with all the vocabulary that we were learning, instead of simply writing the words on the whiteboard. If I had any English

Language Learners in my classroom I would have made sure to do this, incorporating cognates if possible.

In regards to Standard Ten: Professionalism, I feel that I conducted myself in a professional manner at all times and displayed an attitude of collaboration and cooperation. I arrived at the school on time, and even early in some cases so that I could make sure that I had all my materials ready for the day. I dressed professionally, with care and concern for my physical appearance. I worked closely with my cooperating teacher to develop my Capstone Unit and shared the plans, materials, and resources with Mrs. Woolington the CLIP replacement teacher and Mrs. Brady one of the other first grade teachers who were both teaching the same unit.

I feel that I put forth my best effort and a positive attitude every day, in order to learn as much as possible about this profession and create an environment where learning was fun. I asked questions, and sought out guidance in situations that I was unsure how to handle. I took constructive criticism to heart and adapted my methods accordingly. In doing so I feel that I have increased my ability to communicate effectively and to reflect on areas in which I am strong and areas that I could use improvement.

During this experience I showed caring and respect for my students by learning each of their names within the first day of being in the classroom. I looked students in the eye and take the time to listen to them as they share their lives with me, learning what their hobbies, interests, and concerns were. I was cognizant of their individual learning needs and made sure to develop a clearer understanding of the interventions that are available and what my responsibilities are in regards to helping students access the resources that they need.