Section 6

Model Lessons
Model Early Childhood (Pre-K to Grade 3) Lesson Plan: Weather

Name: 

Grade: Pre-K
Four Year Old Class

I. Theme: Weather

II. Subject area: Science

III. Topic & ECE Expectations: The Wind -Science: 1.2 Makes observations 1.3
Makes predictions 1.4 Answers questions or tests predictions using simple experiments or
research media 3.4: Uses words related to weather and environmental phenomena and
change (sunny, clouds, rain, snow, lightning, temperature, wind, thunder) and night and
sky objects (sun, moon, stars)

IV. Concept: Wind

V. Essential Questions: What is wind?

VI. Objectives:
A. Low Level:
- Students will be able to recall that wind is air that moves.
- Students will be able to describe that wind can be weak or strong.

B. High Level:
- Students will be able to apply their knowledge of the wind by telling about things
  that can blow in the wind.
- Students will be able to compare things that can easily blow in the wind and
  things that cannot easily blow in the wind.
- Students will be able to create a class book about a windy day.
- Students will be able to predict what items will blow in their playground on a
  windy day.

VII Planning
A. Questions: What is wind? How can you create a wind? What are some things
that blow in the wind?

B. Materials/Resources: Paper fans, blow dryer, collection of items-styrofoam
packing material, ping pong balls, feathers and bubbles and wands.

C. Children’s Literature: The Wind Blew by Pat Hutchins

D. Teacher References/Books/Internet Resources:
   The Wind by Jeanne Bendick
   Read About Weather by Herta S. Breiter
   Weather Words And What They Mean by Gail Gibbons
   http://42explore.com/wind.htm: This site lists websites related to the study of
   the wind and includes many sites for children.
VIII. Procedure

A. Beginning:
1. Motivate Interest:
   We can move things with air. Wind is moving air. Ask children to talk
   about their windy day experiences. Introduce Windy, a puppet with long
   hair. Demonstrate how Windy’s hair blows, using a blow dryer. Use the
   Windy puppet to demonstrate blowing a collection of items using a paper
   fan and a blow dryer. Allow children to take turns using a paper fan, their
   own breathe and a blow dryer. Ask children to help Windy predict which
   items will move using wind.

B. Middle
1. Factual Knowledge- Air is all around us. We can move things with air.
   When the wind blows, the air moves things in our environment. Read *How
   the Wind Blew* by Pat Hutchins. Talk about the story. Discuss the items in
   the story that the wind blew- Mr. White’s umbrella, Priscilla’s balloon, the
   twin’s scarves and the judge’s wig. Discuss that the wind can be a gentle
   breeze, a strong gust, or a storm.

2. Lower/Higher Order Questions
   Recall: What are the items in the story that the wind blew?
   Describe: Talk about the items that the wind blew. How hard did the wind
   blow to do this?
   Apply: Name things the wind can blow.
   Compare: Classify things the wind blows easily and things the wind does
   not blow easily.
   Predict: While you read the book, look at the pictures and see if you can
   predict what will blow away on the next page.
   Judge: What are some things in our play yard that will blow in the wind?

3. Visualization
   Bring the children outside on a windy day. Tell them to stand with their
   arms out and their eyes closed.
   1. Ask the children what do they feel?
   2. Ask the children what do they hear?
   Tell the children to open their eyes.
   1. Ask the children to describe what they see. Encourage each child to
      explain their answer.
   3. Take anecdotal notes-record the children’s responses.

C. End
1. Practice Skills
   a. Language Arts- - In the writing area, teachers post “wind” words and
      use them in their conversations with children, when discussing wind
observations: gentle breeze, gale, air, breath, gust, breeze, blow, strong wind, and hurricane. Listen to children’s language and add their words to the collection. Create word cards for children to use in the writing area.

-Children practice identifying wind words which are displayed with a rebus picture on chart tablet...
-Children read a rebus story about the wind. They take turns reading it to each other.
-Children learn a song about the wind
  b. Music and Movement-Children can use a recorder, a wind instrument. They also can listen to a tape with wind sounds and pretend they are trees swaying in the wind.
  c. Water Table: Children use straws to blow sailboats across the water.

2. Performance Tasks:
Children experiment on their own using paper fans and straws to create the wind and try to move a collection of items. Children place items on a chart- showing items that can/cannot be moved by blowing through a straw or by using a paper fan.

Children will create a windy class book. Children will tell the teacher one story about a windy experiment or experience.

IX. Assessment: Rubric

<table>
<thead>
<tr>
<th>Performance Task</th>
<th>1= Needs Time</th>
<th>2=Emerging</th>
<th>3=Mastered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sorting Chart: items that can/cannot be moved with wind</td>
<td>Most items that can/cannot be moved by the wind are mixed up.</td>
<td>Some items that can/cannot be moved by the wind are mixed up.</td>
<td>All items that can/cannot be moved by the wind are sorted properly.</td>
</tr>
<tr>
<td>2. Air moves things- Windy Class Book</td>
<td>Child is unable to contribute a story.</td>
<td>Child contributes a story about a windy experiment.</td>
<td>Child contributes a story about a windy experiment and uses new vocabulary words.</td>
</tr>
</tbody>
</table>

X. Summary of Assessment Data: Total # of children: 15

<table>
<thead>
<tr>
<th>Performance Task</th>
<th>1= Needs Time</th>
<th>2=Emerging</th>
<th>3=Mastered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sorting Chart: items that can/cannot be moved with wind</td>
<td>Rosa Graciela</td>
<td>Barbara Manuel Frederick Angel Pilar Juanita Mindy</td>
<td>Jose Bill Roberto Emily Juan</td>
</tr>
<tr>
<td>2. Air moves things- Windy Class Book</td>
<td>Lupe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>-------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rosa</td>
<td>Jose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graciela</td>
<td>Bill</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barbara</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manuel</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Pilar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Juan</td>
<td>Frederick</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Angel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Juanita</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mindy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lupe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roberto</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emily</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**XI. Attach artifacts or evidence of student learning**

**XII. Accommodations:** A teacher, teacher's aide, or a friend will accompany children with special needs at any time. For ESL student have books and tapes and classroom materials available in the target language of the school (for example Spanish). Prepare to say and write simple words and phrases in the classroom-it is very windy= hace much viento; wind= viento; gentle wind= viento ligero; gust of wind=rafaga de viento; gentle breeze=brisa ligera; fresh air= aire fresco; movement of air=movimiento del aire; sort=ordenar. It may be necessary to ask someone in their family to come in and help to translate. For children with special needs, send home extra copies of story books or a list of the stories read in class, to involve parents and provide extra reinforcement at home. A letter sent home prior to the experiences will also help to give the child a better understanding of the planned activities.

**XIII. Role of Auxiliary Personnel:** The assistant teacher will help with preparations. She will gather the assorted items needed for the beginning activity. During the day she will write down words as children say them during discussions describing wind.

**XIV. Integration and follow-up in Learning Centers:**

**Art Center**
- Children create a flag and hang it outside.
- Children will use straw and blow blobs of paint; creating “windy” pictures. On a very windy day, place a large piece of paper and blobs of paint outdoors and let the wind create a picture.
- Using recyclables create a homemade wind chime.

**Library Center**- Many different books about weather and wind will be available to the children.
Including-
Weather: A First Discovery Book created by Gallimard Jeunesse and Pascale de
Bourgoing (Scholastic)
The Sun, the Wind and the Rain by Lisa Westberg Peters
Like a Windy Day by Frank Asch
Feel the Wind by Arthur Dorros
Gilberto and the Wind by Marie Hall Ets
Gilberto y el viento by Marie Hall Ets
Can You See the Wind? by Allen Fowler
Catch the Wind by Gail Gibbons
The Windy Day by Pat Hutchins
The Wind Blew by Pat Hutchins
Whistle for Willie by Ezra Jack Keats
Who Took the Farmer’s Hat by Joan M. Lexau
The Wind Garden by Angela McAllister
Make Things Fly: Poems about the Wind by Margaret K. McElderry
Old Devil Wind by Bill Martin Jr.
Iva Duniet and the Big Wind by Carol Purdy and Steven Kellogg
One Windy Wednesday by Phyllis Root
Painting the Wind by Patricia MacLachlan and Emily MacLachlan
How the Wind Blows by Katherine D. Marko
The Girl Who loved The Wind by Jane Yolen and Ed Young

**Listening Center:** Children will be able to listen to tapes of various songs about
the wind. Include- *A Child’s Garden of Song-*the poetry of Robert Louis
Stevenson-Song: The Wind
Place CD’s and tapes in the listening area-of instrumental music using wind
instruments. Include- *Peter and the Wolf* – Sergei Prokofiev

**Music Center:** Create a homemade wind instruments-using paper towel rolls and
wax paper-create kazoos.

**Math Center:** Explore concept of weight, sorting items according to what the
wind would and would not move. Use a balance scale to compare the weights.

**Dramatic Play Area:** -Place windy day props in this area- windbreakers, pin
wheels, wind chimes, paper fans.

**Science Area:** Children make paper fans and use them to create wind
experiments-using a collection of items-selected by teachers and children.

**Outdoor Area:** -Place various wind props-windsocks, weather vane, wind
chimes, pinwheels, streamers, whirligigs, bubbles, various store bought and
homemade bubble wands-in the outdoor area.
Create a Windy Garden using many of the props listed above.
Watch the clouds on a windy day.
William Paterson University  
College of Education  
Office of Field Experience  

A Model Lesson Plan  

Name: Jessica Parker  School: Samuel R. Donald Elementary School  Grade: Fourth  

I. Subject Areas: Science, Language Arts, Visual Arts  

II. Topic and Core Standards: Metamorphosis (Science 5.5 C2: Identify different stages in the lives of various organisms) (Visual Arts 1.2 D3: Generate works of art based on selected themes)  

III. Concept: Change  

IV. Essential Question: What is the process of metamorphosis and how do insects and animals go through the process?  

V. Objectives:  

Lower Level: (SWBAT):  

- Recall which insects and animals go through metamorphosis  
- Recall vocabulary words and definitions  
- Describe the process of metamorphosis  

Higher Level: (SWBAT):  

- Compare the differences between the process of metamorphosis for insects and animals  
- Observe and predict what will happen to the tadpoles and caterpillars in class  
- Create a visual poster of the insect or animal of their choice going through metamorphosis and give a presentation regarding their poster  

VI. Teacher Actions:  

1. Planning:  
   I want the students to understand what the animals and insects go through when making their physical changes through the process of metamorphosis. Students will be able to witness the actual processes of metamorphosis by having butterfly and frog hatcheries in our class as an experiment. The students have not studied this topic before, but know what insects, animals, and life cycles are.
2. **Motivate:**

   Hold up the book *The Very Hungry Caterpillar* by Eric Carle and briefly summarize the story for those students who have never heard or read the story before.

   **Ask:** What do you think of when you hear the word *change*? Think of the superhero the Hulk, what happens when he changes? What kinds of changes do animals go through as they grow up? Do you think some animals and insects grow up in different ways than others? How do you think animals and insects grow up compared to how humans grow up?

3. **Teach:**

   Read *Becoming Butterflies* by Anne Rockwell and *Frogs, Toads, and Tadpoles, Too* by Allan Fowler which explain the process of metamorphosis.

   In our textbook, read the Investigation - *From Egg to Frog* and *Amphibians, Fish, and Reptiles* to the class and discuss what the students think might happen as these animals grow up.

   **Interactive Lecturing: (Big Ideas)**
   - The life cycle of a frog begins with eggs that hatch into tadpoles and end with a frog.
   - The life cycle of a butterfly begins with eggs, hatch into caterpillars, which build cocoons, and end with a butterfly.
   - Metamorphosis is the body changing life cycle of certain animals and insects.

   **Think Pair Share Groups:** Think about the following question for a minute and then we will discuss our answers: Why is it important for certain animals and insects to go through the process of metamorphosis and why don’t other insects and animals go through the process as well?

4. **Image:**

   Show pictures of frogs and butterflies to see if the students know how these two were born and if they went through any special change to get to how they are now. Show pictures of the process of metamorphosis from the various books of frogs and butterflies.

   **Ask:** What kinds of changes do you see happening to the tadpole and the caterpillar?

5. **Ask Lower and Higher Order Questions:**

   A. **Knowledge:** Which animals and insects go through metamorphosis?
   B. **Comprehension:** What did you observe that happens during the metamorphosis of a caterpillar?
   C. **Comprehension:** What did you observe that happens during the metamorphosis of a frog?
D. **Application:** How would you illustrate the process of metamorphosis to someone who doesn’t know what exactly metamorphosis is?

E. **Analysis:** Why do you think animals and insects go through life changing events to become such small animals and insects in the end?

F. **Synthesis:** What would happen if frogs and caterpillars stopped going through the process of metamorphosis? How would the environment be affected?

G. **Evaluation:** What is the most important stage in the process of metamorphosis and why do you feel that way?

6. **Practice Skills:**
   - Each student will be given a crossword puzzle created on [www.puzzlemaker.com](http://www.puzzlemaker.com), containing vocabulary words (LA 3.3 C3) as answers with definitions as the clues as we discussed in class. Some words include metamorphosis, frog, tadpole, egg, caterpillar, etc.
   - Homework will include completing the concept review sheet entitled *What Are Amphibians, Fish, and Reptiles?*

7. **Create (Performance Task)**
   - Pretend you are either a butterfly or a frog. You just finished the process of metamorphosis and you need to explain what changes you went through to a new friend you just made.
   - Create a poster showing the process of your own metamorphosis, labeling what is happening at each stage. (*Science 5.5 C2*)
   - Create a presentation to go along with your poster including an opening, details, and a closing statement about your poster and why you chose that particular insect or animal. (*LA 3.3 D2: Prepare, rehearse, and deliver a formal presentation in logical or sequential order, including an opening, supportive details, and a closing statement*)

8. **Presentations/Closure:**
   - Each student will then present their poster and presentation to the class.
   - Each presentation will be no longer than 3-5 minutes. Teacher will highlight facts and good points in each student’s poster and presentation.

When all students are finished presenting, read *Butterflies for Kiri* by Cathryn Falwell and explain what origami is and how we use it in our culture.

9. **Evaluation:** The following rubric will be used to evaluate the performance task:
Rubric:

Grading Scale: Proficient = 20; Satisfactory = 15-19; Emerging = 10-14; Needs Improvement = 5-9

<table>
<thead>
<tr>
<th>Category</th>
<th>1 = Needs Improvement</th>
<th>2 = Emerging</th>
<th>3 = Satisfactory</th>
<th>4 = Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of Content</td>
<td>No understanding of the process of metamorphosis</td>
<td>Beginning understanding of the process of metamorphosis</td>
<td>Somewhat clear understanding of the process of metamorphosis</td>
<td>Clear understanding of the process of metamorphosis</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Poor use of grammar, spelling, punctuation, and incomplete sentences</td>
<td>Beginning use of grammar, spelling, punctuation, and complete sentences</td>
<td>Somewhat good use of grammar, spelling, punctuation, and complete sentences</td>
<td>Clear use of grammar, spelling, punctuation, and complete sentences</td>
</tr>
<tr>
<td>Drawing</td>
<td>Inaccurate drawing of the process of metamorphosis</td>
<td>Fairly accurate drawing of the process of metamorphosis</td>
<td>Mostly accurate drawing of the process of metamorphosis</td>
<td>Very accurate drawing of the process of metamorphosis</td>
</tr>
<tr>
<td>Presentation</td>
<td>No opening statement, few to no supporting details, and no closing statement</td>
<td>Contained a beginning understanding of an opening, few supporting details, and an unclear closing statement</td>
<td>Contained a somewhat clear opening, some supportive details, and a closing statement</td>
<td>Contained a clear opening, supportive details, and a closing statement</td>
</tr>
<tr>
<td>Effort</td>
<td>Did not complete full assignment</td>
<td>Completed half of the assignment</td>
<td>Generally completed all parts of the assignment</td>
<td>Fully completed all parts of the assignment</td>
</tr>
</tbody>
</table>

10. Accommodations: Two students found the assignment difficult and were assisted with a graphic organizer to get their thoughts down on paper. There were visuals available from the science books and picture books we use in class and I assisted these students in a small group setting by providing one-to-one guidance.

11. Role of Auxiliary Personnel: My cooperating teacher was in the room to assist with the children when creating their posters and to help them get their thoughts on paper for their presentations.
12. **Summary of Assessment Data:** Out of 20 students, 12, or 60% of the students scored proficient; 6 or 30% scored “Satisfactory” and 2 or 10% scored “Emerging.”

13. **Family/Community:** For homework, students asked their parents if they know about the process of metamorphosis. They asked them which they would rather be, a caterpillar that turns into a butterfly or a tadpole that turns into a frog. Students will make origami butterflies, tadpoles, and frogs for fun. Students made a chart as a class on which their parents would rather be the frog or the butterfly and discuss the results of their findings.

14. **Reflection/Self-Evaluation:**

   In creating this lesson plan, I found that I gained more confidence in teaching because it gave me a chance to see how a lesson plan really works. I realized that creating a lesson is a lot of hard work and it takes a lot of time to create a well-thought out and creative lesson plan. The connection between metamorphosis and the concept of change is difficult for young learners. Once it is explained, the students will be able to see the change in the butterfly and the frog from where they started.

   I believe that this lesson plan was effective because the students were able to think critically. The students had many sources to use as references and each has a different way of presenting the information. I think this is helpful because I know each student will not understand the concept in the same way, but if they use a different source, they will be able to grasp the information to use for their posters and presentations.

   The impact of this lesson on the students is that they get to see the process of a life change occur. They were able to understand what change is because they are seeing it firsthand and are creating a poster to demonstrate their knowledge of change through the process of metamorphosis.

   When I teach this lesson again, I will make sure that all students understand the concept of change through metamorphosis and will make personal notes to better the lesson for next time. Time management will be the improvement that I can make because this lesson will be very time consuming to complete.
An Elementary Critical Thinking Model Lesson Plan

Name: Damian Divney, Student Teacher  School: Traphagen, Waldwick, NJ  Grade: 6

I. Subject Areas: Social Studies, Language Arts

II. Topic and Core Standard: Environment (Sci. 5.3.6.C.1 Explain the impact of meeting human needs and wants on the local environment)

III. Concept: Protection

IV. Essential Question: How should society balance development of urban areas with protecting the environment?

V. Objectives:

Low Level: SWBAT:

- Define “urban” and “rural.”
- Describe what it means to balance development while protecting the environment.


High Level: SWBAT:

- Compare differences in arguments regarding bears in the forest.
- Write an essay about factors affecting forests. (LA W 6.2 Use precise vocabulary to inform about the topic).
- Write a speech urging a city to make a decision regarding use of a forest. (Sci. 5.3.6.C.1 Explain the impact of meeting human needs and wants on the local environment).

VI. Teacher actions:

1. Planning: I want the students to understand how hard it is to make decisions about balancing the environment; students have not studied this topic before and know very little.

2. Motivate: What does it mean to protect something? How do your parents protect you? Read an article from Time for Kids about wildfires raging in California. Ask: Do you feel that people have the right to build where ever they want to? Why? Why not?
3. Teach: In our Science In Our Lives textbook, read “What Should We Do With the Forest” Discuss the decision presented in the section.

- **Interactive Lecture:**
  - Building homes in forests puts them at risk for fires during dry periods
  - Overdevelopment causes wild animals and people to be in danger
  - Forested areas need to be protected from overdevelopment

- **Higher Order Question:** (Think, Pair, Share): Why should we have forested areas in our state protected from overdevelopment?

4. Image: Show pictures from the newspaper showing black bears eating garbage in the backyards of West Milford homes. Ask: What is the problem here and what should be done about it?

5. Ask Questions:

- **Knowledge:** What do we mean by the terms “urban” and “rural.”
- **Comprehension:** In your own words, what is meant by achieving a balance between development and protecting wildlife?
- **Application:** What is the most important thing to protect in your life?
- **Analysis:** How do arguments about development vs. protecting bears differ?
- **Synthesis:** What should be done regarding the overpopulation of NJ black bears?
- **Evaluation:** Should the government end all development in forested areas? Why? Why not?

7. Practice Skills: 1) Show the class the Internet site: www.en.wikipedia.org/wiki/forest and click on “Forest Management” and read that section. Have the students write an essay which answers the question: “What factors affect forests?” (LA W 6.2 Use precise vocabulary to inform about the topic); 2) Using puzzlemaker.com, create a crossword puzzle using selected vocabulary and definitions we have discussed, such as balance, protection, environment, black bears, forest, habitats, etc. (LA: Anchor Standard: Career Readiness: Language: CPI #4: Determine the meaning of unknown words).

8. Create (Performance Task): Pretend you are a city planner facing a difficult decision: should the city allow a building company to pay the city a lot of money in order to build apartment houses in a portion of a city-owned forest?

VII. You are asked to write and give a speech before the city council, aired on local cable TV, in order to persuade the council and the citizens to your point of view, either for or against this decision. Find information at: www.nationalgeographic.com/education. (Click on Environment and then Deforestation). Provide at least three arguments for or against allowing the apartments to be built and acknowledge the main opposing argument. Be sure you clearly explain your arguments and use correct vocabulary terms.
good grammar, spelling and complete sentences. (Scl. 5.3.6.C.1 Explain the impact of meeting human needs and wants on the local environment)

9. **Presentations:** Students read their speeches to the class.
10. **Evaluation:** Evaluate written student speeches using the rubric below.

**Rubric Grading Scale:** Proficient = 16; Satisfactory = 12-15; Emerging = 8-11; NI: 4-10

<table>
<thead>
<tr>
<th>Category</th>
<th>1 = Needs Improvement</th>
<th>2 = Emerging</th>
<th>3 = Satisfactory</th>
<th>4 = Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Shows no understanding of any arguments; no details of an opposing view.</td>
<td>Shows a beginning understanding of one or less arguments with little in details of an opposing view.</td>
<td>Shows some understanding of two or three arguments, with some details, showing an opposing view.</td>
<td>Shows a clear understanding of three arguments, with details, showing an opposing view.</td>
</tr>
<tr>
<td>Opening</td>
<td>No attempt to capture attention.</td>
<td>Beginning attempt to capture attention.</td>
<td>An opening that somewhat catches the audience's attention.</td>
<td>An opening that clearly catches the audience's attention.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Poor understanding of grammar, spelling, and incomplete sentences.</td>
<td>Beginning understanding of grammar, spelling, punctuation, and complete sentences.</td>
<td>Some understanding of good usage of grammar, spelling, punctuation and complete sentences.</td>
<td>Clear understanding of good usage of grammar, spelling, punctuation and complete sentences.</td>
</tr>
<tr>
<td>Vocabulary Terms</td>
<td>No understanding of vocabulary terms as part of the speech.</td>
<td>Beginning understanding of vocabulary terms as part of the speech.</td>
<td>Some understanding of vocabulary terms as part of the speech.</td>
<td>Clear understanding of vocabulary terms in the speech.</td>
</tr>
</tbody>
</table>

10. **Accommodations:** Students who find the assignment difficult will be assisted with a graphic organizer to visually get their thoughts down on paper. Co-Writer will be used for these students to write their speeches, assisting them with the spelling of difficult words. I will consult with these students in a small group, providing more one to one.

11. **Role of Auxiliary Personnel:** My cooperating teacher will be in the room to assist with children when writing the speech. We will take the students through the writing process.

12. **Summary of Assessment Data:**

17 students completed the performance task; 9 or 52% of the class scored “Proficient;” 6 or 35% scored “Satisfactory;” 1 or 5% scored “Emerging;” and 1 or 5% scored “Needs Improvement.” I need to work with the latter two students in a small group setting.
13. **Family/Community:** For homework, students will be asked to interview their family members: “Should the apartments be built in the forest area? Why? Why not? In class this data will be graphed and compared to how the class responded.

14. **Reflection/Self-Evaluation:**

In teaching this lesson plan, I found great joy and satisfaction. Of all the original lesson plans I have taught so far, I found this one to most effectively combine three significant elements: student interest, critical thinking, and a relevant social issue facing our society today. I felt that most of the students grasped the key issues involved, and were able to apply critical thinking skills to the assignment.

With regard to critical thinking, most students were able to make several arguments in support of their positions. **My only regret about the results the students provided is that not a single one argued in favor of building the apartments in the forest. A few students did clearly see that there were two sides to the debate.**

When I teach this lesson the next time, I would play more of a “Devil’s Advocate” in presenting both points of view. I think the students picked up on the fact that I personally opposed the building of the apartments, even though I never stated that. I will also allot more time to work as a small group with students who had difficulty writing the speech.
William Paterson University
Office of Field Experiences

Model Lesson Plan: Secondary: Francisco Ocasio, Grade 10

I. **Subject Area:** English

II. **Topic & Core Standard:** *Of Mice and Men* (LA 3.1 G11: Tone and Mood)

III. **Concept:** The American Dream

IV. **Essential Question:** How does Steinbeck’s use of words create a tone & mood for the possible image of the American Dream?

V. **Objective/Student Learning Outcomes:**

1. **Low Level:** The students will be able to (SWBAT)
   
   A. **Recall** the understanding of the setting, time period, and lives of the migrant worker
   
   B. **Describe** the understanding of the character’s concept of the American Dream.
   
   C. **Practice** writing key vocabulary words and definitions in completing the online/ or worksheet crossword puzzle.

2. **High Level:** SWB&T:
   
   A. **Compare & evaluate** the differences in the character’s actual life within the novel and their vision of the American Dream.

   B. **Create** an “All About My Dreams” (American Dream) PowerPoint that consist of two characters’ dreams, the student’s dreams, and what they think is an “American Dream.”

VI. **Teachers Actions**

1. **Planning:** I want the students to understand how Steinbeck implements the vision and struggle of an American Dream through the characters of the novel.

2. **Motivate:**
   
   A. **Ask:** What is your vision of the American Dream? Is it about success, money, career, family, freedom, business (entrepreneur).

   B. **Ask:** Why is it important for you & others to have future goals and dreams? Do you know anyone who has achieved their “American Dream?”

   C. **Ask:** What kind of obstacles will you encounter when working towards that dream? (After discussion, write down *Of Mice and Men* “American Dream” on the board and introduce the concept).
3. Teach:

A. Read Steinbeck's biography in the beginning of the novel, *Of Mice and Men*, while highlighting main concepts of his life such as the time period (After WWI/ The Great Depression), his formal education, career choices, and accomplishments of success (writing).

B. Begin “Interactive Lecturing” and engage the students by writing on the chalkboard: Examples of the American Dream (From Text); Relationship between George and Lennie; Main points of Migrant Worker.

- **Examples of an American Dream (Big Ideas)**
  - George and Lennie share a dream of buying their own piece of land, farming it, and raising rabbits because Lennie loves them. *(Ask: Do you think they are going to achieve this “American Dream” by the end of the novel with the occurring events? Why?)*
  - Towards the end of the night, George tells Lennie how life will be like in a perfect place. *(Ask: How many of you have dreams such as these? What do you imagine?)*
  > “Someday—we’re gonna get the jack together and we’re gonna have a little house and a couple of acres an’ a cow and some pigs and—” “we’ll have a big vegetable patch and a rabbit hutch and chickens. And when it rains in the winter, we’ll just say the hell with goin’ to work…”
  - Curly’s wife is very disappointed about her life with her husband. She wishes that she could only follow her dreams in becoming a movie star.

- **Relationship between George and Lennie:**
  - Lennie is dependent upon George for protection and guidance. *(Ask: Why do think Lennie looks up to George? Who do you look for when you need protection or guidance?)*
  - George complains that his life could be much easier if he didn’t have Lennie around, but through the context one can sense that their friendship and devotion is very powerful. *(Ask: How is Steinbeck using the language to make the reader sense this kind of relationship between the both of them?)*
  - George loves Lennie as if he was a brother and protects him the best way he can by taking care of him.

- **Migrant Workers in California:** (George and Lennie)
  - After WWI, economic and ecological forces brought many poor and migrant agricultural workers from the Great Plains states, such as Oklahoma, Texas, and Kansas, to California.
-Since the war, a recession led to a drop in the market price of farm crops.
-Migrant workers came to be known as Okies, for although they came from many states across the Great Plains, twenty percent of the farmers were originally from Oklahoma, which poverty stroke hard.
-Steinbeck illustrates how grueling, challenging, and often unrewarding the life of migrant farmers could be. Similarly, George and Lennie’s dream of a better life on their own farm correlates with the Great Plains farmer’s dream of finding a better life in California. (Ask: Do you find it interesting that Steinbeck was able to place a correlation between actual events of the migrant workers to the character’s dreams?)

4. Image

A. Show pictures from the novel, Of Mice and Men, the days of migrant workers (1929), and the ideal images of an American Dream. Ask:
B. Visualization: Take from several sites using the search engine Google.com
      - Image from the film Of Mice and Men (1992) of Gorge and Lennie holding each other.
      - Photograph of the ideal American Dream.

How do you think they must have felt when traveling to these distant farmlands to find work so that maybe one day they can achieve their own “American Dream?” How does this abstract image portray the emotions behind the text of the novel? How does this image reflect the relationship of George and Lennie?

5. Ask lower and higher order questions

Lower Level Questions
A. Knowledge: What is George and Lennie’s dream for the future?
B. Comprehension: Why does the dream of George and Lennie never come true?

Higher Level Questions
C. Application: If you were the character George, what other ways could you have done things differently?
D. Analysis: How does George and Lennie’s dream differ from the modern “American Dream?”
E. **Synthesis:** Do you think that George’s life will be better off without Lennie hindering him?

F. **Evaluation:** Do you think that George and Lennie’s dream could have come true if there was a better ending? Why?

6. **Practice (Skills)**

- A crossword puzzle will be given to each student containing vocabulary words taken from the novel such as reprehensible, dispirited, mime, disparage, reverence, mollify, etc. *(W.9-10.2 Use precise language and domain-specific vocabulary to manage the complexity of the topic.)*

- **OMAM PowerPoint Jeopardy Game** *(Online) --- Review Of Mice and Men using Jeopardy. (If time permits in class)*

- **Homework:** Make a list of the main characters in the novel. Write a summary of what you learned about each character? Also, include what each character says about he or she being able to fulfill his or her dream?

7. **Create (Performance Task)**

In the novel *Of Mice and Men* many characters described wonderful dreams about what they wanted for their future. Write an essay describing two character’s dreams within the novel and compare them to your own personal dream for the future. Describe what the phrase “American Dream” means to you?

*(Standard: W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.)*

8. **Presentations/ Closure**

Each student will present their PowerPoint presentation to the class. After presentations are done, I will go over main points illustrated from students’ projects of the novel.
9. **Evaluation: Rubric** below used to evaluate the performance task:

<table>
<thead>
<tr>
<th>Category</th>
<th>5=Needs Improvement</th>
<th>10=Emerging</th>
<th>15=Satisfactory</th>
<th>20=Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content/Clarity</td>
<td>Shows no understanding of content: American Dream within <em>Of Mice and Men.</em></td>
<td>Shows a beginning understanding of the American Dream.</td>
<td>Shows some understanding of the American Dream.</td>
<td>Shows a clear understanding of the American Dream.</td>
</tr>
<tr>
<td>Delivery of the American Dream</td>
<td>Factual/Personal information from the novel lacks accuracy and substance.</td>
<td>Factual/Personal information is mostly displayed.</td>
<td>Factual/Personal information is clearly displayed.</td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td>Lacks creativity.</td>
<td>Minimal display of creativity.</td>
<td>Showing good display of creativity.</td>
<td>Shows excellent amount of creativity.</td>
</tr>
<tr>
<td>Mechanics/Grammar</td>
<td>Poor understanding of grammar, spelling, and incomplete sentences.</td>
<td>Beginning understanding of grammar, spelling, punctuation, and complete sentences.</td>
<td>Some understanding of good usage of grammar, spelling, punctuation and complete sentences.</td>
<td>Clear understanding of good usage of grammar, spelling, punctuation and complete sentences.</td>
</tr>
</tbody>
</table>

10. **Accommodations:** Students who do not understand the material well enough will be assisted through audio tapes of the story. In addition, they will be given a character’s chart to organize their thoughts of who each character is within the novel. I will also be of addition help providing one to one contact in guiding them step by step.

11. **Family/Community:** Students will go home and ask one family member what were their dreams growing up as a child and if they have achieved their idea of an “American Dream?” They will need to write main points and bring them to class for discussion.

12. **Reflection/ Self-Evaluation:** I did not know the work and research that a teacher needed to do in order to generate a lesson plan. It was exciting to finally create one and incorporate so many creative ways of teaching it to a class.
WILLIAM PATERSON UNIVERSITY
Office of Field Experiences

Model High School Lesson Plan: “The Great Depression”

Grade 12

I. Subject Area: Social Studies

II. Topic/Theme: The Great Depression (SS 6.1.12D.10d: Determine the extent to which the New Deal impacted the nation)

III. Concept: Transformation

IV. Essential Question: How did the Great Depression and the New Deal transform America?

V. Objectives:

1. Low Level: The students will be able to (SWBAT):
   A. Recall the causes of the Great Depression.
   B. Describe why the Great Depression and the New Deal of F.D.R. transformed America.
   A. C. Practice writing an essay using information from an Internet site. (LA Career Readiness: Anchor: Writing: CPI #6: Use technology to produce writing.)

2. High Level: SWBAT:
   A. Compare and evaluate the differences in Americans’ lives before and after the New Deal domestic program.
   B. Write a persuasive letter about how the New Deal will help his family and country improve their lives. (SS 6.1.12D.10d: Determine the extent to which the New Deal impacted the nation)

VI. Teacher Actions

1. Planning: I want the students to understand how hard the depression years were on people and how the new deal helped them survive, eventually changing America.

2. Motivate:
Ask: Have any of you ever lived through, or witnessed, a transformation in your life or in someone else’s life? From better to worse? Bad to better?

B. Ask: What kind of problems did you/people encounter? What were the good things that came from it? What were the bad things that came as the result? Is change good? Why and Why not?

C. Ask students to think about any great transformation that have taken place in our country in their lifetimes. (After discussion, write down Great Depression on the board and introduce the concept).

3. Teach

A. Read parts of Richard Stein’s book entitled, The Great Depression, which briefly, but accurately, gives an overview of the depression.

B. Begin an “Interactive Lecture” and engage the students by writing on the chalkboard: POSSIBLE CAUSES OF THE GREAT DEPRESSION? LIFE DURING THE DEPRESSION? THE CHANGE (NEW DEAL)?

- What could have led to the Great Depression?
  Ask the students what they think might cause a person to lose or not make any money, for instance a storeowner. How can people put themselves in debt? As each student answers write their responses on the board. Remember to stretch by asking such questions as: Anything else? Anyone agrees/disagrees? Why? When students are done, list on the chalkboard and talk about the points that most accurately answer your question.

- Reasons for the Great Depression (“Participatory lecturette”)
  1. Uneven distribution of wealth (rich get richer, poor get poorer)
  2. People spend more than they earn.
  3. The creation of “credit” (buy now, pay later) *relate to credit cards. Ask: (Think, Pair, Share): Does anyone ever charge purchases that they cannot really afford? Why do people do it?
  4. The rich begin selling stocks. The Stock Market Crash of 1929. Everyone loses money including the banks. Banks don’t have the panicky depositors’ money when they come to get it. The depression starts. (relate to Frank Capra’s classic, It’s a Wonderful Life) Ask: Has anyone ever seen it? Did you know that it had to do with the Great Depression?

- Transformation to worse
  1. Poverty*
  2. Unemployment*
3. Lack of food*
*(The three most emphasized)

Discuss the answers and give more input and facts. Subsequently, use the projector to project more pictures from Carla Finnegan's _Picturing Poverty_. This will help the students see how the country and its people looked at the time of the Great Depression.

**Ask: (Think, Pair, Share): What would be some of the things that you would do to help the country if you were president?**

- Transformation of the U.S. for the better (F.D.R.'s New Deal)
  1. Discuss the programs produced to reduce unemployment, assist business and agriculture, regulate banking and stock market, provide security for the needy and elderly. Relate and compare the New Deal to a parent. When a credit card bill comes and we have no money to pay it, whom do we go for help? The parents. The F.D.R.'s deal came to help.
  2. **Ask: Who has a Social Security Card? Stretch by asking, do you know why you have it? What is it? What does it do? Who agrees/disagrees? Explain how Roosevelt's New Deal created Social Security and a welfare state**

4. **Image**

A. Show pictures from the days of the Great Depression and ask: What are these pictures showing us? At what time in our country's history are these pictures taken?

B. **Visualization: Taken from**
   http://www.weac.org/News/199900/april00/read.htm

   "During the period of the Great Depression, many people, especially farmers, lost their land and were forced out on the road. You are looking at a Library of Congress photograph of a homeless family in Oklahoma in the 1930s."

First, examine the location of this photograph and try to detect as much detail as possible. What do you observe about the countryside? About the land? The plants and vegetation? The road? What time of year might it be? What does the climate appear to be like? What type of day does it seem to be?

Now focus very closely on each person in the photograph. Pay careful attention to what each person is wearing. Look at the way the family members carry themselves, their posture, their facial expressions.
Next, choose one of the individuals in the photograph, close your eyes and imagine you are this person. What might you be thinking if this was happening to you? Describe what you might be feeling, what emotions you might be experiencing. What has this day been like for you? Imagine what might have happened before the scene presented in the photo. What do you see happening later on, during this day and the following days?

5. Ask lower and higher order questions

**Low Level Questions**
A. Knowledge: What are the causes of the Great Depression?
B. Comprehension: Why did the Great Depression and the New Deal transform America?

**High Level Questions**
C. Application: If you were president at the time, what other measures would you take?
D. Analysis: How did the U.S differ before and after the New Deal?
E. Synthesis: Do you think the Great Depression could occur again in the immediate future?
F. Evaluation: Which do you think helped the country get out of the Great Depression more, WWII or the New Deal?

6. Practice (Skills)

B. Go to: [http://americanhistory.about.com/od/greatdepression](http://americanhistory.about.com/od/greatdepression) and go to “Unemployed” and click on the four pictures. Write a short essay: “What is it like to be poor and unemployed?” (LA Career Readiness: Anchor: Writing: CPI #6: Use technology to produce writing.)
C. Homework: Students write a paragraph summarizing their understanding of what led to the Great depression.

7. Create (Performance Task)

VII. Pretend you are 18 years old and living in 1934. Your father has just lost his job. The president, however, has just issued the relief program called The New Deal. Write a persuasive letter to your father in which you explain and convince how the New Deal will help him, your family and the country. Use the web site: [www.archives.gov/research/alic/reference/new-deal.html](http://www.archives.gov/research/alic/reference/new-deal.html) for information. (SS 6.1.12D.10d: Determine the extent to which the New Deal impacted the nation); LA Writing: W 11-12.8 Gather relevant information from multiple sources using advanced searches.)

8. Presentations/Closure
Each student will read his/her letter to the class. Teacher highlights main points learned as closure.

9. Evaluation: Rubric below used to evaluate the performance task:

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>1 = Needs Work</th>
<th>2 = Emerging</th>
<th>3 = Satisfactory</th>
<th>4 = Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Inaccurate understanding of how the ND and GD transformed the country and inaccurate use of vocabulary words.</td>
<td>Too many inaccuracies in understanding how the ND and GD transformed the country with inaccuracies of vocabulary words.</td>
<td>Mostly accurate understanding of how the ND and GD transformed the country with mostly accurate use of vocabulary words.</td>
<td>Accurate understanding of how the ND and GD transformed the country with accurate use of vocabulary words.</td>
</tr>
</tbody>
</table>

10. Accommodations: Students who find the assignment difficult will be assisted with a Venn Diagram to sort out characteristics of the Great Depression and the New Deal. Assistive Technology software will be used for these students to write their letters, assisting them with the spelling of difficult words. I will consult with these students in a small group, providing more one to one guidance.

11. Role of Auxiliary Personnel: My cooperating teacher will be in the room to assist with the children when writing the speech.

12. Summary of Assessment Data:

24 students completed the performance task; 11 or 45% of the class scored “Proficient;” 10 or 41% scored “Satisfactory,” and 3 or 14% scored “Needs Improvement.” I need to work with the latter three students in a small group setting.

13. Family/Community: For homework, students will ask their parents about their recollections of the Great Depression and summarize their responses in a coherent paragraph.

14. Reflection/Self-Evaluation: I have gained more confidence in teaching because of the experience of this lesson plan. I realize that it takes longer than I imagined for students to grasp the content I am teaching. Sometimes I feel that they should remember and understand everything I say, because I understand it, so why can’t they. But it takes time and constant review and discussion. The connection of the concept “transformations” and the notion of struggling through difficult times must be related to their own prior knowledge if they are to maintain an interest in the topic. I believe this to be true about all teaching of all topics.