

WILLIAM PATERSON UNIVERSITY
Department of Elementary and EC Education

CIEE 322 Multidisciplinary Lesson Plan
Assignment #1: LEARNING GOALS

Candidate Name: _____ **School:** Marie V. Duffy Elementary **Grade:** Kindergarten

I. Subject Areas: Social Studies and Language Arts

II. Topic and Core Standards: Uniqueness in ourselves and in others.

Social Studies:

6.2.2 A. Civic Life, Politics, and Government: 6. Explore basic concepts of diversity, tolerance, fairness, and respect for others.

Language Arts:

3.2.K A. Writing as a Process: 4. Attempt to put ideas into writing using pictures, developmental spelling, or conventional text.

III. Concept(s): Diversity; Culture

IV. Essential Question: Why is uniqueness important and why should we respect differences in others?

V. Learning Goals / Objectives:

Lower Order Objectives

- Students will be able to identify multiple aspects of the term unique.
- Students will be able to describe characteristics that make them and other individuals unique.

Higher Order Objective (Make inferences / Draw conclusions)

- Students will be able to explain the importance of uniqueness in our society and how we should respond to uniqueness in others.

Higher Order Objective (Write / Create)

- Students will be able to create a collage representing their unique qualities by cutting and pasting images from magazines onto a piece of poster paper and producing a list of words that describe their unique traits.

VI. Resources and Materials:

Books:

DeRolf, Shane (1997). *The Crayon Box That Talked*. New York, NY: Random House.

Fox, Mem (1997). *Whoever You Are*. Orlando, FL: Houghton Mifflin Harcourt.

Websites:

<http://www.tolerance.org/activity/what-can-we-learn-box-crayons>

This article, written by Trudi Pinnick Wolfe, a counselor at Central Elementary School in Beech Grove, IN is about an activity she developed with the book *The Crayon Box That Talked* to show the importance of diversity in the world. I plan on modifying the activity and using it in my lesson.

http://www.educationworld.com/a_lesson/lesson/lesson294.shtml

This is a lesson planning article written by Gary Hopkins of Education World. The article includes several ideas and suggestions for teaching about tolerance. One of the activities included in the article, relating to uniqueness, can be modified and used in my lesson.

Other media resources:

Videocassette copy of Discovery Education's *How We're Different and Alike*

Supplies:

- Copy of Shane DeRolf's *The Crayon Box That Talked* for read aloud
- VCR player and TV to play *How We're Different and Alike*
- Images representing unique qualities of people
- Drawing paper
- Art supplies (crayons, colored pencils, markers)
- Poster paper
- Magazines
- Glue and scissors

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CIEE 322 Multidisciplinary Lesson Plan
Assignment #2: ASSESSMENT PLAN

Candidate Name: _____ School: Marie V. Duffy Elementary Grade: Kindergarten

Lesson Topic: Uniqueness in ourselves and in others Concept: Diversity; Culture

Essential Question: Why is uniqueness important and why should we respect differences in others?

Lesson Assessment Plan

Learning Goal	Format of Assessments (Specify which part of / question on assessment)	Modifications Made (List for each assessment)
<p>Learning Goal #1: Lower Order</p> <p>Students will be able to <u>identify</u> multiple aspects of the term unique.</p>	<p>Pre-assessment / Post-assessment:</p> <ul style="list-style-type: none"> - Response sheet (Tasks 1-5) <p>Formative Assessment(s):</p> <ul style="list-style-type: none"> - Unique qualities drawings - Comprehension check during lesson - Observation of students' performance in tasks and discussions 	<p>Pre-assessment / Post-assessment:</p> <ul style="list-style-type: none"> - Read task aloud - Allow teacher aides to assist students in reading the questions and clarifying directions - Provide a response sheet in Spanish <p>Formative Assessment(s):</p> <ul style="list-style-type: none"> - One-on-one review - Use visuals and examples to reinforce definition
<p>Learning Goal #2: Higher Order</p> <p>Students will be able to <u>explain</u> the importance of uniqueness in our society and how we should respond to uniqueness in others.</p>	<p>Pre-assessment / Post-assessment:</p> <ul style="list-style-type: none"> - Response sheet (Task 6) <p>Formative Assessment(s):</p> <ul style="list-style-type: none"> - Crayon activity - Observation of students' performance in tasks and discussions 	<p>Pre-assessment / Post-assessment:</p> <ul style="list-style-type: none"> - Read task aloud - Do one-on-one interview and act as the scribe - Provide a response sheet in Spanish <p>Formative Assessment(s):</p> <ul style="list-style-type: none"> - One-on-one review - Expand on examples

Name: _____

Date: _____

For 1 through 5, circle a smiley face if you think what is being said is right or a sad face if you think what is being said is wrong.

1. To be unique means to do the same thing everyone else does.



2. To be unique means to be the only one to eat a tuna sandwich at lunch.



3. To be unique means not copying other students' projects.



4. To be unique means to be the only one whose favorite color is brown.



5. To be unique means to look like everyone else.



6. Why is it important to be different?

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CIEE 322 Multidisciplinary Lesson Plan:
Assignment #3: DESIGN FOR INSTRUCTION

Candidate Name: _____ School: Marie V. Duffy Elementary Grade: Kindergarten

DAY ONE

1. Pre-Assessment: Before any form of instruction, students will be given a quiz on what it means to be unique and the importance of uniqueness in our society (see attached quiz).

2. Motivate:

- The term “unique” will be displayed on the board.
- Students will be provided with two pieces of drawing paper.
- First, they will be instructed to take out one crayon from their bags and draw a small picture with only the single crayon.
- Then, students will be instructed to draw another small picture on the second sheet of paper using as many different colors as they wish.
- When they are finished, the following questions will be asked: Which picture do you like best? Why? Which picture would you like to display in our classroom, the hallway, or at home?

3. Teach:

- The term “unique” will be defined for the students. The crayons will be used as an example of the concept. Each crayon is a unique color. All of them bring something original and new to the table. However, from the discussion above, students will conclude that using all the different unique crayons to make a drawing is better than using just one unique crayon.
- The book *The Crayon Box That Talked* by Shane DeRolf will be read aloud to the students. They will be directed to pay close attention to how the crayons respond to their unique qualities.
- Following the read aloud, a discussion will ensue.
- Students will brainstorm reasons why it is important to accept people who are different from us. Their responses will be recorded on the board.
- To conclude, the quote “We could learn a lot from crayons. They all are different colors, but they all exist very nicely in the same box.” will be read to the students. For homework, students will be asked to draw a picture showing what they think the quote means.

4. Image: Illustrations that they have drawn, crayons, and images from the book *The Crayon Box That Talked*.

5. Ask Low and High Level Questions:

- **Knowledge:** What is the definition of the word unique?
- **Comprehension:** In your own words, what does it mean to be unique? What characteristics about you make you unique? What characteristics about others make them unique?
- **Application:** How can crayons be used as an example of uniqueness? What lessons can we learn from a box of crayons?
- **Analysis:** What is the difference between the terms unique and unoriginal? What is the function of uniqueness in our society?
- **Synthesis:** What would happen if uniqueness didn't exist? If you could create your own world, how would you use the unique characteristics of people to your advantage?
- **Evaluation:** Why is uniqueness important in our society? How does diversity make the world a better place? With this in mind, how should we respond to people who are different than us?

6. Accommodations:

- Students with special needs will be given further assistance by the teacher, the aides and other auxiliary personnel. Concepts can be explained again, with the use of further examples. The directions for the motive task and the homework can be repeated and clarified.
- To benefit English Language Learners and students working below grade level, several visuals will be used throughout the lesson to illustrate the concept of uniqueness.
- Students working below grade level can be paired up with students working at or above grade level for the activities and discussion.
- For Spanish speaking English Language Learners, the term unico (unique) and diverso (diverse) can be displayed and used in explaining the concept.
- The cooperating teacher will be asked to sit with the two ADHD students in the classroom to keep them on task and ensure that they understand the directions.

7. Role of Auxiliary Personnel:

- Auxiliary personnel, such as teachers and teacher aides in the room, will model appropriate read aloud behavior to the students during the reading of *The Crayon Box That Talked*.
- They will use verbal and non-verbal cues to diminish behavioral issues during the lesson.

- While students are working on the motivate task, auxiliary personnel will walk around and help students select crayons and complete their drawings.

DAY TWO

1. Review:

- Students will be asked to raise their hands and state in their own words what it means to be unique.
- The quote “We could learn a lot from crayons. They all are different colors, but they all exist very nicely in the same box.” will be reintroduced and students will be paired up to discuss their homework findings on what they had thought about the quote. Students will share their thoughts with the class.
- The short video *How We're Different and Alike* by Discovery Education will be played for the students. The video shows a group of kids talking about their unique characteristics and concluding with how they are alike.
- Students will be directed to think about their own unique qualities as they watch the video.

2. Practice Skills:

- Envelopes will be distributed with each student's name on the front and a blank sheet of paper inside.
- Students will be instructed to list one quality that makes the person listed on the front of the envelope unique, just like the kids in the video. They will be asked to think about the person's favorite hobbies, favorite food, what they wear, and what they are good at.
- Envelopes will be passed around each table until every student has written on each list.
- Students will be provided with drawing paper.
- Using the list they have created, the students will produce a drawing showing how unique they are. They will be directed to incorporate as many things from the list as possible.
- Students will share their drawings with the rest of the class.

3. Accommodations:

- Students with special needs will be given further assistance by the teacher, the aides and other auxiliary personnel. Concepts can be explained again, with the used of further examples. The directions for the practice task can be repeated and clarified.
- To benefit English Language Learners and students working below grade level, several visuals will be used throughout the lesson to illustrate the concept of uniqueness.
- Students working below grade level can be paired up with students working at or above grade level for the activities and discussion.

- For Spanish speaking English Language Learners, the directions for the practice task will be translated into Spanish. Further assistance will be offered by the teacher.
- The cooperating teacher will be asked to sit with the two ADHD students in the classroom to keep them on task and ensure that they understand the directions.

4. Role of Auxiliary Personnel:

- Auxiliary personnel, such as teachers and teacher aides in the room, will model appropriate behavior to the students during the lesson.
- They will observe the behavior of students to make sure they are paying attention to the video and will redirect them if they are not.
- They will use verbal and non-verbal cues to diminish behavioral issues during the lesson.
- While students are working on the practice task, auxiliary personnel will walk around and assist students in completing the work. They will do this by offering further assistance to students who are having difficulty writing unique qualities. They will help students with reading the list of unique qualities once they receive their envelope. Then, they will help students with the drawings.

DAY THREE

1. Review:

- Students will be instructed to use the term “unique” in a sentence.
- The book *Whoever You Are* by Mem Fox will be read aloud to the students. They will be asked to think about the importance of being unique in our society.

2. Create (Performance Task):

- Magazines, collage paper, scissors, and glue will be distributed to the students.
- Students will be asked to think back to their list of unique qualities and their drawings. They will be instructed to browse through magazines and cut out images that represent any of their unique qualities.
- Once students have cut out enough images, they will be directed to glue the pictures onto the piece of collage paper.
- Students will be asked to take out markers of different colors.
- After the glue has dried, they will be directed to write down words that describe their unique qualities, as represented by the pictures (ex. funny, smart, Hispanic, loves pizza, loves basketball, loves hockey, etc)
- Students will share their collages with the rest of the class.
- The following rubric will be used to assess students’ performance tasks:

	Proficient	Satisfactory	Needs Improvement
Understanding	Collage demonstrates that student understood the definition of the term unique and was able to apply the term to him or herself.	Collage demonstrates that student somewhat understood the definition of the term unique and was able to partially apply the term to him or herself.	Collage demonstrates that student did not understand the definition of the term unique and was not able to apply the term to him or herself.
Accuracy	The pictures and words selected for the collage were suitable for the student.	The pictures and words selected for the collage were somewhat suitable for the student.	The pictures and words selected for the collage were not suitable for the student.
Neatness	Student was neat in cutting and gluing pictures.	Student was somewhat neat in cutting and gluing pictures.	Student was not neat in cutting and gluing pictures.
Effort	Student fully completed his or her collage.	Student completed half of his or her collage.	Student did not complete his or her collage.
Creativity	Student was very creative. The collage was original and well thought out.	Student made attempts to be somewhat creative. Some of the collage is not original.	Student didn't make any attempts to be creative. Collage lacks detail.

3. Post-assessment: After students have completed the performance task, they will again be given the same quiz on what it means to be unique and the importance of uniqueness in our society (see attached quiz).

4. Accommodations:

- Students with special needs will be given further assistance by the teacher, the aides and other auxiliary personnel. Concepts can be explained again, with the used of further examples. The directions for the performance task can be repeated and clarified.
- To benefit English Language Learners and students working below grade level, several visuals will be used throughout the lesson to illustrate the concept of uniqueness.
- Students working below grade level can be paired up with students working at or above grade level for the activities and discussion.
- For Spanish speaking English Language Learners, the directions for the performance task will be translated into Spanish.

- The cooperating teacher will be asked to sit with the two ADHD students in the classroom to keep them on task and ensure that they understand the directions.

5. Role of Auxiliary Personnel:

- Auxiliary personnel, such as teachers and teacher aides in the room, will model appropriate behavior to the students during the lesson.
- They will use verbal and non-verbal cues to diminish behavioral issues during the lesson.
- While students are working on the performance task, auxiliary personnel will walk around and assist students in completing the work. They can do this by helping students with reading the list of unique qualities. They can help students by browsing through the magazines and finding pictures for their collages. They can also assist with cutting and gluing.

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CIEE 322 Multidisciplinary Lesson Plan:
Assignment #4: INSTRUCTIONAL DECISION-MAKING

Candidate Name: _____ **School:** Marie V. Duffy Elementary **Grade:** Kindergarten

1. While delivering my lesson, I decided to modify the beginning of the teach portion by adding a small activity to further clarify what it means to be “unique.”

A. After defining the term “unique” for the students and providing them with the example of how each crayon is unique, I noticed that several students still seemed a bit puzzled by the concept.

B. I decided to explore the definition a bit further by applying the concept to the students. I asked students to think back and recall the color of the crayon they used for the single-color drawing in the motivate activity. Students were instructed to raise their hand after I named the color they had used. By doing this activity, we found out that only one student used green and only one student used brown. I explained to the children that these two students were unique because they were the only ones to use those particular colors. We explored other ways in which the students were unique by doing a quick survey of favorite foods and favorite hobbies. Applying the concept to the students early on ensured that they understood the definition clearly before moving on with the lesson.

2. An additional instance when the students’ responses caused me to modify my design for instruction was during the create portion of the lesson, specifically, when students were listing ways in which their classmates are unique.

A. While the envelopes with the lists were being passed around, I noticed some students were writing general terms to describe how their classmates are unique. For example, students were using words such as, “nice,” “funny,” “good.”

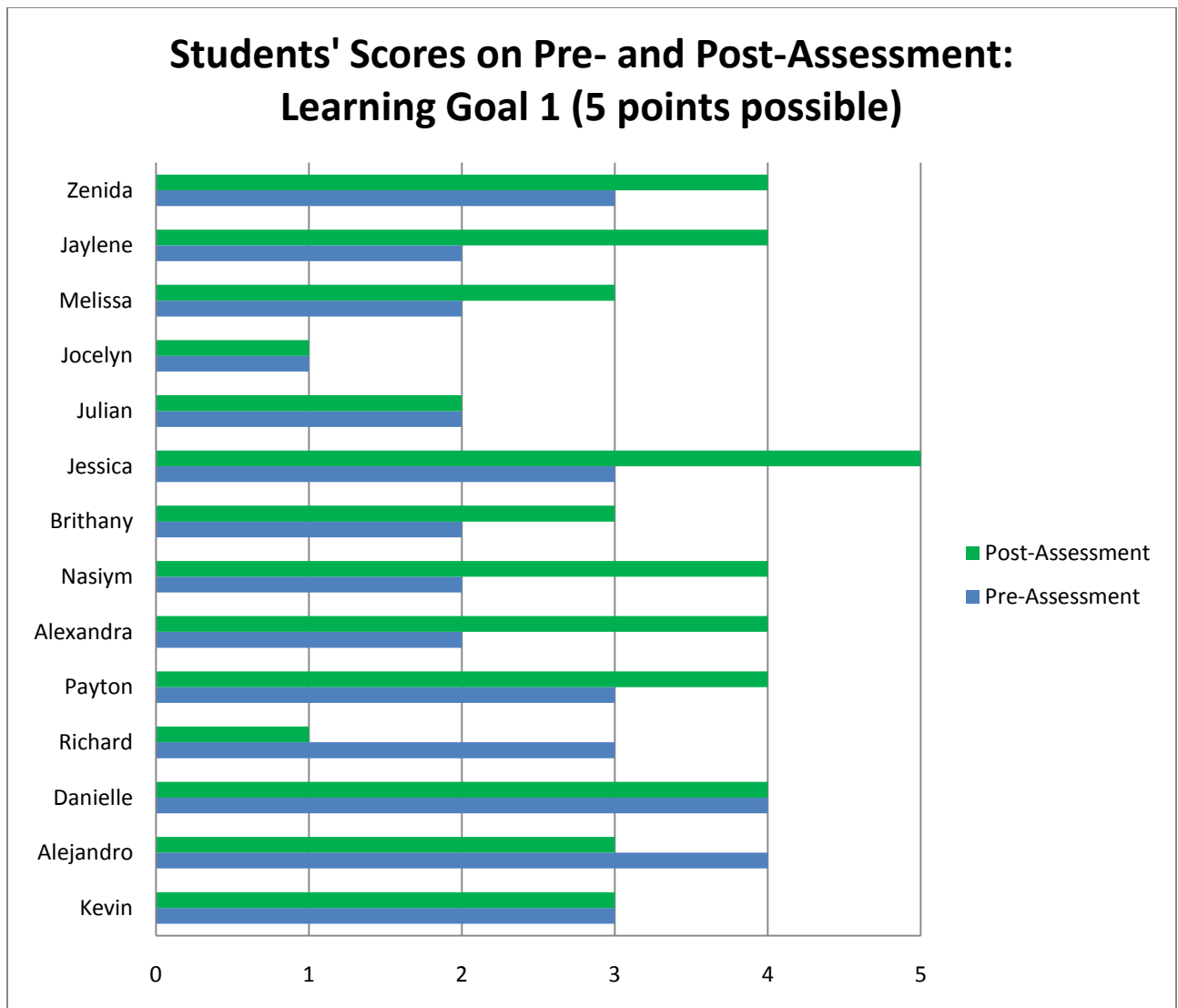
B. I decided to temporarily stop students from writing. To further clarify the task, I told the students that while characteristics such as being nice and funny made some people unique, they should think deeply and list qualities that truly made their classmates unique. I decided to give students an example. One of the girls in the class roller skates in competitions. I told students that this would be a unique quality to add to that student’s list because she is the only one in the classroom who does that activity. I advised students to use this example to think about other ways the rest of the classmates are truly unique, other than being nice, funny, and good. Providing students with this clarification and the example improved the performance task and, hopefully, students were able to see the term unique in a different light.

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CIEE 322 Multidisciplinary Lesson Plan:
Assignment #5: ANALYSIS OF STUDENT LEARNING

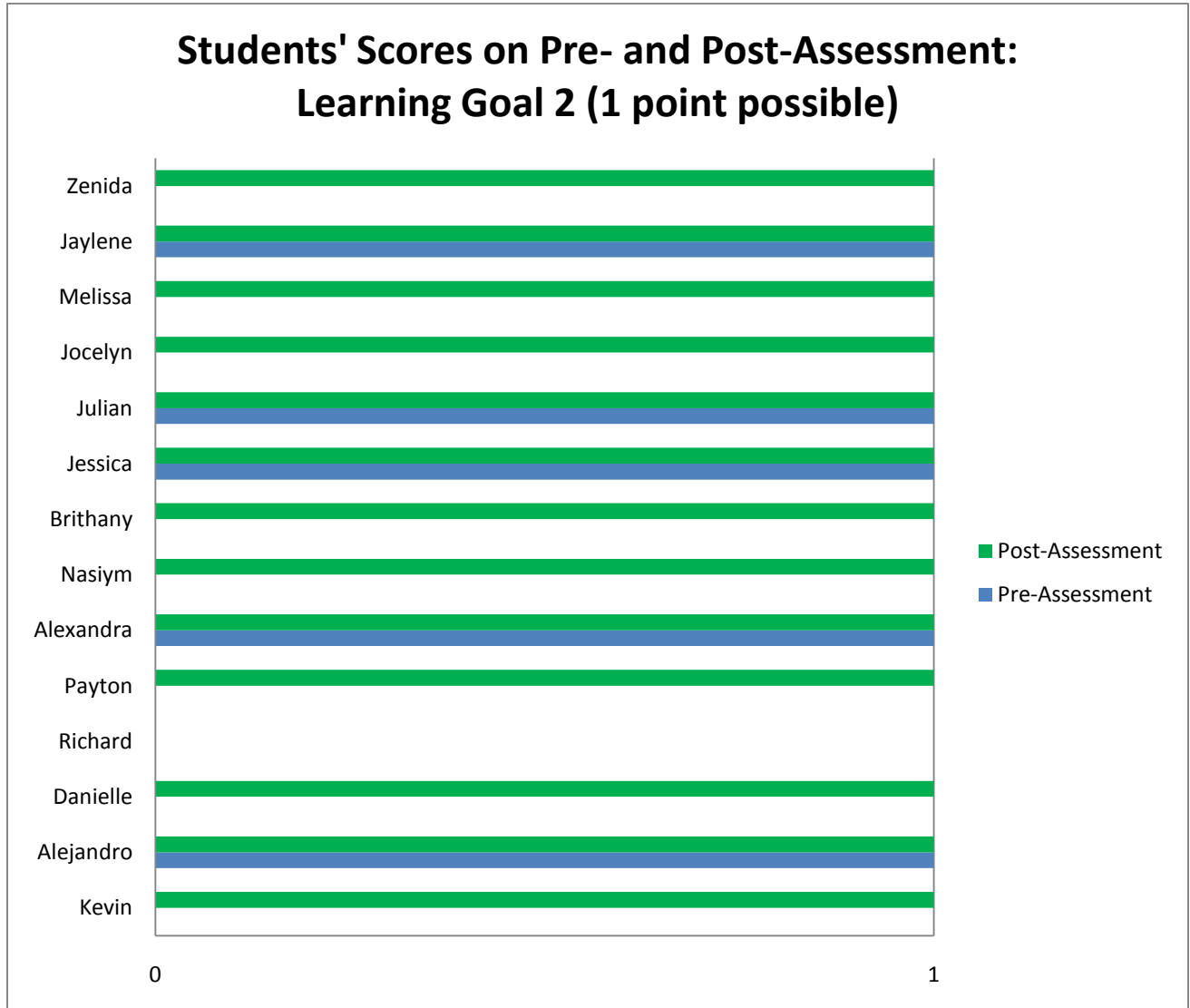
Candidate Name: School: Marie V. Duffy Elementary Grade: Kindergarten

- A. Table 1: Entire Class Performance on Pre-Assessment and Post-Assessment:
- Learning Goal 1: Students will be able to identify multiple aspects of the term unique.



B. Table 2: Entire Class Performance on Pre-Assessment and Post-Assessment:

- Learning Goal 2: Students will be able to explain the importance of uniqueness in our society and how we should respond to uniqueness in others.



C. Questions about performance of entire class

1. As a whole, the students were most successful in achieving the second learning goal, being able to explain the importance of uniqueness in our society. Based on the data gathered, there was a percent increase of 160% from the pre-assessment to the post-assessment scores. One reason why I feel students increased their knowledge on this concept was because of the way the question was portrayed in Discovery Education's video *How We're Different and Alike*, which was viewed

during the second day of the lesson. The video offered some humorous and detailed examples of what the world would be like if everyone looked the same. The images in the video stuck with the students and, thus, they were better able to answer the question regarding the importance of uniqueness in society in the post-assessment than in the pre-assessment. In addition, since this was a higher order objective requiring students to come up with a response on the spot, they may not have had anything to say in the pre-assessment. Through the various examples that were given during the lesson and the learning that took place, students had something to say in response to the question in the post-assessment, increasing the scores.

2. As a whole, the students were least successful in achieving the first learning goal, identifying multiple aspects of the term unique. Based on the data gathered, there was a percent increase of only 25% from the pre-assessment to the post-assessment scores. In fact, only one student was able to answer all five questions correctly. One reason for this result might be that even though learning goal one involved a lower level objective, the task involved some critical thinking as students had to apply the definition of the term “unique” and think about how it was relevant to each statement presented. Students might have had difficulty with this task. In the future, performance on such a task could be increased by providing further examples of the term unique being applied to different scenarios.

D. Questions about performance of two selected subgroups in the class

1. The two subgroups I have chosen to evaluate are ELL students and students working below grade level. The reason why I have chosen these two groups is because they are the two groups for which I made the most modifications for, as I was concerned about their performance on the learning goals. The two ELL students in the classroom, Kevin and Jocelyn, did not improve on the first learning goal, remaining at 3 points and 1 point respectively on the pre- and post-assessments. However, they did improve on the second learning goal, both moving from 0 points to 1 point. Again, it seems that the strong visual provided in the video also assisted ELL students with the second learning goal.

Students working below grade level, Julian and Nasiym, had varied results. Both Julian and Nasiym are in the process of testing for classification as learning disabled. Julian’s scores remained constant from the pre-assessment to the post-assessment, receiving 2 points on learning goal one and 1 point on learning goal two. Julian knew about the importance of people being different before the

lesson, which was an interesting find. Nasiym improved a great deal, scoring 2 points and 0 points on each learning goal in the pre-assessment and moving to 4 points and 1 point on each learning goal in the post-assessment.

2. It appears the modifications I made were not successful in improving ELL students' performance on the first learning goal. Both students did not increase their scores from the pre- to the post-assessment. To improve their performance in the future, I could cooperate with their ESL teacher to provide further instruction and examples to these students. For students working below grade level, a mixed result can be seen. While Nasiym improved his scores, Julian remained constant. Perhaps individual differences are the reason for this result. Further inquiry can be done to find out what assisted Nasiym the most in improving his scores on the learning goals.

E. Questions on Individual Students:

1. Considering the individual achievement of two individuals in the class, Jessica was a student who successfully met the learning goals, while Richard was a student who did not meet the learning goals. For a kindergartener, Jessica is a student who works above grade level. Even though she sometimes has attention problems, she is very bright for her age. On the first learning goal, Jessica scored 3 points on the pre-assessment and 5 points on the post-assessment. She was the only student to receive the full 5 points in the first learning goal. On the second learning goal, Jessica scored a 1 in the pre-assessment, being one of five students to do so, and maintained that knowledge, scoring a 1 in the post-assessment.

Richard is an autistic child in the kindergarten classroom. For being autistic, he is very high functioning, working above grade level in reading. However, Richard had some difficulty with the learning goals in this lesson, failing to meet either. Richard scored a 3 in the pre-assessment for learning goal one, but decreased to a 1 in the same task in the post-assessment. This seems to indicate that he might have guessed on the task, after not understanding it. In the second learning goal, Richard scored a 0 in both the pre- and post-assessment, being the only student not to score a 1 in the post-assessment.

2. In the future, I can make adjustments to offer a challenge to Jessica and improve Richard's performance. Since Jessica was successful with both learning goals, I could pair her up with students working below grade level so she can have an opportunity to explain the concepts to them. This way, she is challenged and doesn't become bored with the tasks. Richard could use some more individual instruction and perhaps a modified form of assessment. In the future, I would

work more closely with Richard's aide to come up with activities and tasks more appropriate for him to ensure he meets the learning goals.

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CIEE 322 Multidisciplinary Lesson Plan:
Assignment #6: REFLECTION AND SELF-EVALUATION

Candidate Name: _____ **School:** Marie V. Duffy Elementary **Grade:** Kindergarten

Professional Goal 1: I wish to integrate more technology into my lessons. The video I used in this lesson assisted students a great deal in successfully meeting the second learning goal of the lesson. The 160% increase in learning goal two between the pre- and post-assessment is evidence of the significance of the video clip in the lesson.

Step 1: I will try to find relevant videos for topics being studied in class. Video clips give students strong imagery and beneficial examples, which stick in the students' minds. Being able to visualize the concept through the video clips helps students in learning and meeting the objectives.

Step 2: I will try to find relevant websites students can visit which reinforce the concepts of the lesson. Students are more likely to understand and remember concepts and ideas if they interact with them. Thus, websites with activities and games related to the concepts in a lesson would be a great benefit to the students.

Professional Goal 2: I will more thoroughly address the needs of ELL students in the classroom. As observed in the analysis of student learning, these students could have used further modifications and instruction to meet the learning goals.

Step 1: I will work more closely with ESL faculty so they can extend learning when the students are pulled out for bilingual instruction. I could meet with the ESL teacher and discuss the learning goals of lessons, so that he or she can develop activities to reinforce the objectives when the students are pulled out.

Step 2: I can meet with ELL students individually and provide further clarification and instruction to help them achieve the learning goals. I can bring more visual aids to assist students in understanding the concepts of the lesson.

Professional Goal 3: I will work more closely with aides who have been assigned to specific students in the classroom to develop better modifications for the students. As observed in the analysis of student learning, working more closely with Richard's aide could have benefited him in reaching the learning goals.

Step 1: I can meet with the teacher aide to discuss the objectives and learning goals of the lesson. This way, the aides can be aware of what is going to be expected from the students and they can provide the one-on-one assistance the students need to succeed. A plan can be developed to assist the student in

reaching the learning goals.

Step 2: By conversing with the aide, I can find out more about the individual needs of the student. I can then develop activities, tasks and provide examples that would benefit each student based on his or her individual needs.