

Social Studies Portfolio



April 21, 2009
Methods 1

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EDUC 321

Integrated Social Studies and the Arts Project

Project Description:

This project integrates Social Studies and the Arts and is the culminating academic experience for Methods I. It has been designed to support Methods I students in focusing on Social Studies with content knowledge, skills, and methods for teaching in the elementary grades (K-6), while integrating the content knowledge and teaching skills in major subjects of study for this course:

- Design and thorough development of lesson plans
- Children's Literature
- Literacy
- The Arts
- Effective teaching practices for developmentally appropriate grade level

Throughout the semester, you have experienced workshops in Children's Literature, Social Studies and the Arts, which will guide you through this project. During the Social Studies and Children's Literature workshops, you have learned about the value of informational children's books in supporting children's understanding of the Social Studies. The Arts workshops in which you have participated, you have discovered the importance and value of teaching elementary students about, with and through the arts and across the curriculum.

This project will enable you to integrate your research on a theme or a culture appropriate to the elementary Social Studies curriculum in your district into lesson plans of your creation and teach them to the students in your field placement. At the same time, you will be able to create a meaningful learning experience that demonstrates your new understanding of the value of the arts for your students.

Project Objectives:

- Students will apply their knowledge and skills on lesson planning to construct fully developed lesson plans, using the KSC lesson plan format.
- Students will research a Social Studies theme or culture using at least two professional resources and two websites to develop the background knowledge on the topic.
- Students will research the arts curriculum standards for the grade level where they are teaching and become familiarized with the content, skills, and achievement goals in at least one of the arts (visual, theater, dance, music) for that specific grade level.
- Students will research for, select, and integrate at least three children's books on the topic that are developmentally appropriate for the grade level in which they are teaching. Students will develop an annotated bibliography for these books.
- Students will apply a software program (*Inspiration 8.0*) as a curriculum resource to support the organization and integration of their ideas for the lesson plans.

- Students will research, develop and apply at least one area of the Arts (visual, theater, dance, music) of their choice to teach their students.
- Students will teach their lessons to elementary school children (K-6).

Requirements for assignment:

The final project will include the following components:

- Inspiration 8.0 thematic web with lesson plan ideas.
- Three fully developed lesson plans, using the KSC lesson plan format.
- In the *teacher's prerequisite knowledge* section of the lesson plan, you will include a two-page research paper on the topic of your lesson. In order to get credit for this section, you must include appropriate citations and a reference page using A.P.A. style, 5th Edition. Failure to do this constitutes plagiarism and will be penalized accordingly. Your research must include the following curriculum resources:
 - Two professional resources (either professional journals, textbooks, or other professional texts on the topic of your lesson).
 - Two websites or software programs related to the topic. There are many interactive games, projects, virtual field trips, etc. to support your research. You are not required to integrate these resources into your lesson.
 - A minimum of three informational children's books on the lesson's topic, for which you will provide an annotated bibliography. Include important descriptive information about each book, why the book is developmentally appropriate for the students you are teaching, and include a personal assessment on the quality of the book.
- Include any handouts or worksheets you used as lesson plan appendices. If you are using worksheets, you must design and develop your own.
- Teach the sequence of three lessons and collect samples of students' work (a minimum of four) for each lesson.
- Summative Assessment: Include Post-It notes on students' work indicating your observations on how each student met or did not meet the lessons' objectives.
- Write a one to two page reflection on what you learned from this project assignment. Include what you learned from the lesson planning process, your research, teaching and your student outcomes. Include a paragraph on a plan of action for future lessons based on your insights.
- Organize your project in a three-ring binder. Include the following:
 - An Artifact Cover Sheet (the template will be posted on Blackboard)
 - A cover page with your name, course and project title
 - A table of contents
 - The *Inspiration 8.0* web
 - The three complete lesson plans
 - Any handouts, visuals, and/or worksheets used in your lesson

- Samples of students' work with your assessments on Post-It notes; Your comments should address specifically whether or not the student has demonstrated the objective(s) and how you are able to see this.
- The final reflection
- The grading rubric for this assignment

Project Guidelines:

1. Topic Selection - Based on the grade level you are teaching, you will select a topic or culture that relates to the school district's Social Studies elementary curriculum themes.
2. Explore children's literature related to your grade level's theme.
3. Clearly define your lessons' topic. Narrow it down so it can be taught in three lessons, and introductory lesson, a summative assessment lesson and a lesson with an arts connection. You will also cover content in the connecting arts lesson; there is no particular order in which the three lessons need to be taught.
4. Using Inspiration 8.0, brainstorm different ideas related to the topic and make curriculum connections with literacy skills, children's books, and the arts.
5. As you think about your integrated arts lesson, be sure to consider the developmental appropriateness of your lesson.
6. Determine your lesson goals and research the curriculum standards for Social Studies and the Arts that match your goals.
7. Determine your lesson objectives (two or three per lesson) and make sure the curriculum standards match the focus of your lessons.
8. Determine how you will assess these objectives. Make sure your assessment matches your lesson objectives.
9. Develop your research on the topic and write a two-page summary of your research including appropriate citations and a reference page using A.P.A. Style, 5th edition.
10. Develop an annotated bibliography for the children's books you will be integrating in your lessons.
11. Create a complete lesson plan for each of your lessons.
12. Determine teaching days on which you will execute your lessons and amount of time you will need for each with your cooperating teacher. Sign up for your supervisor to observe one of the lessons.
13. Teach your lessons and collect student work samples. Write your assessment on Post-It notes for a minimum of five student work samples.
14. Reflect on the whole experience and type your reflection; include the strengths and weaknesses of the lesson and suggestions for change in the future.
15. Compile and organize all project components in a binder as described above. Turn in your project on the due date. Be prepared to share your project at the Social Studies Fair on this day. This is not a presentation, but rather a way for you to share the information you compiled. It may be helpful for you to have any children's books, visuals and/or other resources that you used for your lesson with you on this day for others to view.

Teacher Portfolio Artifact Cover Sheet

ACEI STANDARD #: 2.4 Social Studies

2.4 . Candidates know and understand major concepts and modes of inquiry from the social studies.

- Candidates demonstrate knowledge and understanding of the themes, concepts, and modes of inquiry drawn from the social studies that address:
 - (1) culture
 - (2) time, continuity, and change
 - (3) people, places, and environment
 - (4) individual development and identity
 - (5) individuals, groups, and institutions
 - (6) power, governance, and authority
 - (7) production, distribution, and consumption
 - (8) science, technology, and society
 - (9) global connections
 - (10) ideals and practices
- Candidates demonstrate in-depth knowledge and understanding of how the major and themes of social studies are integrated across academic fields.
- Candidates use the major concepts and modes of inquiry from the social studies to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.
- Candidates use their in-depth knowledge of the social studies to provide K-6 students with multiple explanations and highly integrated learning experiences.
- Candidates help K-6 students demonstrate an understanding of the integration across the academic fields of the social studies.
- Candidates plan and implement engaging learning experiences in which K-6 students are challenged to research, analyze, and evaluate real world situations and are able to demonstrate their competence.

ACEI STANDARD #: 2.8 Connections across the curriculum.

- 2.8 Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, tools, and ideas to real world issues.**

ACEI STANDARD #: 3.1 Integrating and applying knowledge for instruction.

- 3.1.1 Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.**

ACEI STANDARD #: 5.1 Practices and behaviors of developing career teachers

- 5.1. Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.**

- Candidates can work independently on a variety of disciplinary and pedagogical problems and responsibilities by combining, as appropriate, their knowledge and skills in child development, curriculum, instruction, and assessment
- Candidates focus and defend independent analysis and value judgments about disciplinary content and methodologies and applications to specific circumstances
- Candidates can adapt to evolving issues and conditions as time and situations change and make wise decisions according to time, place, and population
- Candidates can identify, access, and use technology-based resources in support of their professional development
- Candidates demonstrate a commitment to the professional codes of ethical conduct

NAME OF ARTIFACT: Social Studies Project and Teaching Experience

TYPE OF ARTIFACT: Lesson Plan for Social Studies

Brief description of artifact:

The students will be read three different versions of Cinderella and asked to compare the fairytales using a Venn Diagram. The fairytale *Cinderella* Illustrated by K.Y. Craft will be read as the "American" version of the story, *Fair, Brown, and Trembling* by Jude Daly will be read as the "Irish" version, and *The golden sandal* by Rebecca Hickox will be read to represent the "Middle Eastern" version of the fairytale. I am using three different versions of Cinderella from various parts of the world to introduce children to culture and show them even though you may be familiar with one version of a story there may be many ways to actually tell the tale. After all three stories have been read the students will be asked to complete a Venn Diagram by drawing pictures to fill in the circles, since the students are in Kindergarten and have yet to master their writing skills. The students must have one picture in each category and the picture must exemplify something that was either different or the same about two of the stories.

Brief description of how artifact demonstrates ACEI Standards 2.4 and 2.8:

This lesson demonstrates ACEI Standards 2.4 and 2.8 in the work the students produce because the students will show they have an understanding of the culture from which the fairytale takes place. In the drawings the students complete they will need to show the differences in culture by the clothing the characters where and the different characters that are represented throughout the books. Introducing the students to a Venn Diagram will help them in seeing the differences among the three cultures.

Name: Elizabeth Pontes Date: April 10, 2009 Grade Level: K

Subject: Social Studies

Topic: Teaching Culture through Fairytales

Purpose: The purpose of this lesson is to introduce the students to different cultures by reading them the fairytale Cinderella in three different cultures.

Curriculum Standard:

New Hampshire Curriculum Frameworks for Social Studies-K

(Retrieved on April 10, 2009)

<http://www.ed.state.nh.us/EDUCATION/doe/organization/curriculum/CurriculumFrameworks/CurriculumFrameworks.htm#ss>

SS: CV: 2.3.2: Describe ways in which countries interact with each other culturally. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation)

...this can't be measured. How can you write it so it can?
Objective(s): The students will be learning that although a story is told throughout many cultures there can be great differences throughout the whole story.

Materials Needed for Learning Experience:

Teacher: Cinderella Illustrated by K.Y. Craft

Fair, brown, and trembling: an Irish Cinderella story by Jude Daly

The golden sandal: a Middle Eastern Cinderella story by Rebecca Hickox

A to z: Ireland by Justine and Ron Fontes

Count your way through the Arab world by Jim Haskins

Student: Good listening skills and an open mind to learn about other cultures and how other people differ from them.

Anticipated Length of Learning Experience: Reading each book should take 10-15 minutes and a 10-15 minute discussion after each book, comparing the cultures of the previous books.

Student Grouping: The stories and discussions will be read in a whole group setting.

Prerequisite Knowledge:

Teacher: The teacher needs to be aware of the differences and similarities among the three cultures and of the stories that are being read. The teacher needs to anticipate some of the questions that will be asked so they will be ready to answer the questions that might arise. An example of a question that might be asked would be: "why does Maha, the Middle Eastern Cinderella, wear sandals instead of fancy shoes like the other Cinderella's?"

Using fairytales to introduce culture to students is a great way to get them thinking creatively. When comparing a story like Cinderella among three very different cultures the students might think you are just reading them the stories but when you ask them questions to promote thinking about the actual events they start to grasp the concept. The students will then begin to compare the different characters throughout the books, comparing everything from their clothes to their names and everything in between.

opinion
not
research

Having A to Z books to represent the culture you are presenting with the fairytale you are reading really gives the students an insight to the culture that is represented in the fairytale. A to Z books for Kindergarteners are a great resource they usually have great pictures and captions to introduce the reader to what the important aspects of the culture are. Having these books to coincide with the fairytale you are reading really makes a connection for the students, the books typically show children of the culture in real life setting so the children can see the interactions that occur within the culture.

Why study
about diff.
cultures?
This would be
relevant research!

Using a fairytale that most students are familiar with really helps because since they already know the basis of the story it makes it easier to make connections for them. By first reading the students the version of the story they are familiar with you are reinforcing the events and story line to the students. By using fairytales of the same basic story line from different parts of the world you are showing the students that a story can be told across the world but just be modified to the culture of that area. Reading fairytales to students from different cultures shows them there is not specific way to tell a

This
is not
research

story and shows them there are similarities between them and other children across the world. For example you can show students the differences among the fairytale of Cinderella because in the books I will be reading each girl has a different name; Cinderella, Trembling, and Maha. Another example is throughout the clothing the different Cinderellas wore. The dresses each Cinderella wears in the book are a good representation of what the cultures represent. In *The golden sandal* Maha wears a typical Middle Eastern dress and does not wear fancy shoe, instead she wears sandals which is typical footwear for a person of Middle Eastern descent. In the book *Cinderella*, she wears a dress that is very flashy and has all types of beading on it; this is a typical dress that many of the students would expect Cinderella to wear. In, *Fair, Brown, and Trembling* the way the author describes the scenery and the dress of Trembling really gives the students a representation of the rolling green hills and specific dress of Ireland.

By using fairytales to depict culture you really show students that people all over the world have many similarities they just might go about doing things differently based on the area of the world they are from. The same fairytales are told all over the world but are just have different elements that make them culturally specific and interesting to people who might not be from that part of the world. For a student of a young age is it easier to make a connection to culture with fairytales. The students already have a base knowledge of the fairytale they just might need the link to the specific culture used throughout the story so they can tie it all together. By introducing culture the students will understand why one Cinderella wears fancy glass slippers in one version and golden sandals in another version. This just goes to show children there are people all over the

world who share the same stories they know and love but those children enjoy them based on elements that are special to them.

Liz,

This wasn't really a research paper. It was more of an analysis of how to use them. The research paper should have given background knowledge about what is a fairytale?, where do they come from?, how do they travel in different ~~and~~ cultures, etc. You also needed to cite where you got your information within the paper.

Check APA citation

References

- *Cinderella* Illustrated by K.Y. Craft
- *Fair, brown, and trembling: an Irish Cinderella story* by Jude Daly
- *The golden sandal: a Middle Eastern Cinderella story* by Rebecca Hickox
- *A to z: Ireland* by Justine and Ron Fontes
- *Count your way through the Arab world* by Jim Haskins
- Bosma, B. (1992). *Fairytales, Fables, Legends, and Myths* [Electronic version]. , 1-14. From EBSCO Host.
- Haltom, J. (2004, June 17). *Exploring Cultures through Fairytales*. Retrieved April 14, 2009, http://74.125.95.132/search?q=cache:73qKNCP82bwJ:coe.unt.edu/northstar/2004/Demos/Exploring_Cultures.ppt+exploring+cultures+through+fairy+tales&cd=2&hl=en&ct=clnk&gl
- Hanlon, T. L. (2008, April 11). *General Guidelines for Teaching with Folk Tales, Fairy Tales, Fables, Ballads, and Other Short Works of Folklore* . Retrieved April 14, 2009, <http://www.ferrum.edu/applit/studyg/studygFolk.htm>
- Kaminiski, R. (2000). *Using Multicultural Cinderella Books To Engage Students in Comprehension Strategies*. Classroom Connections [Electronic version]. *Council Connections*, 14-17. From ERIC (ED453506).

Annotated Bibliography

- *Cinderella* Illustrated by K.Y. Craft

This is the "typical" version of the fairytale Cinderella that everyone knows from when they were a child, it explains everything about Cinderella from living with her cruel stepmother and sisters to having the prince give her the glass slipper. This book forms a concrete base knowledge of the fairytale if the student is unfamiliar with the story. The illustrations are a good example of the dresses a princess would wear in the time the story takes place. Although the book does a great job of telling the story of Cinderella there are some lengthy words that younger children will not understand.

- *Fair, brown, and trembling: an Irish Cinderella story* by Jude Daly

The story of *Fair, Brown, and Trembling*, takes place in Ireland with Trembling visiting a church she is granted the nice clothing and fancy accessories by the henwife that works at their house. This book is a good representation of the Irish culture for the students; the illustrations show everything from the green hills of Ireland to the typical dress of the culture. The colors that are used throughout the book represent the colors of the culture very well.

- *The golden sandal: a Middle Eastern Cinderella story* by Rebecca Hickox

Maha is a girl of Middle Eastern descent, whose father is a local fisherman. He marries and is unaware of how his young daughter is being treated by the stepmother, because she realizes how beautiful Maha is compared to her own daughter. The step mother tries to sabotage Maha's wedding but her plan backfires and ruins her own daughter's wedding. The book is a good depiction of the traditional dress of the Middle Eastern culture. This book has great language that a younger age group will understand and be able to connect with the other stories.

- *A to z: Ireland* by Justine and Ron Fontes

This book does a great job representing the Irish culture, it has many pictures and many connections children can make throughout the book to their own culture. The authors of this book use language that is simple enough for young children to understand and comprehend. Photographs are used on every page and really show the reader what the country of Ireland is really like. These types of books are great to link with other books when introducing students to a different culture.

- *Count your way through the Arab world* by Jim Haskins

This book is great because it uses words from the Arab language to introduce the reader to the culture and uses illustrations which also depict the culture very well. This book is also a good source to link with other books when introducing students to the Middle Eastern culture. The illustrations show the inside of the houses and what the specific clothing looks like. The facts in this book are interesting and relatable for a young audience.

Student: The students do not need any prerequisite knowledge since this is the introductory lesson. The misconceptions the students might have would be within the cultural differences between the three stories.

Procedure:

1. Introduction:

Talk with the students about how there are people from all over the world that share the same stories they might know. Many of the fairytales they are familiar with are told all over the world but are adjusted to the specific cultures. The students will be informed of specifics of each of the cultures they are reading about. I will show them a few pictures from the information books just to get them started with the culture we are learning about.

2. Body of Learning Experience:

Students will be reminded of what good listening skills should look like and sound like while having a book read to them. Throughout the story questions will be asked to make sure the students comprehend the stories, from the different cultures. Also some of the pages in the books are marked so I will be reminded to talk briefly about what is happening throughout the story. Examples of what might be marked would be words the students might not understand or rituals that might take place throughout the story. Students will also be asked to make connections to parts of the story that sound familiar from the previous stories we have read.

- what questions? write them out.

- good

3. Conclusion:

Once the stories have been read the students will be asked to contribute to making a sample Venn Diagram that compares then stories and the different cultural aspects of the stories. A sample Venn Diagram will be made so the students will be introduced and aware of the future assignment they will be completing at the conclusion of all the stories.

How will you intro. Venn diagram? Write it out.

Assessment: The only struggle I really anticipate is that the students will have difficulty understanding some of the words or concepts used to describe the other cultures, which are most likely going to be new to them. To clarify some of the questions I will use post-its to remind myself of definitions or concepts I will need to go into more detail about. Lesson objectives will have been met if the students can generate a sample Venn Diagram of some of the things they have found to be similar and different from each story.

- yes - so this is what should have been in your objective.

1. Formative: I will be making sure students have an understanding the story while we are reading it as a group. While they are completing a Venn Diagram they will need to be respectful of each other and each students will have a fair

turn at giving responses. The students will need to be reminded to have still bodies with their sounds off and waiting patiently for their turn.

2. **Summative:** The students will show they have gained an understanding by contributing to the Venn Diagram. The students will have to compare the similarities and differences between stories which is a new concept, dealing with a graphic organizer, for them.

Child Guidance (Behavioral):

Proactive Considerations:	Reactive Considerations:
I will thoroughly describe the activity and what is expected of them and will address any questions they students might have during the activity.	I will thoroughly describe the activity and what is expected of them and will address any questions they students might have during the activity.
The students will be placed next to students who will not cause distractions during the story. Students will be reminded of good listening skills.	The students will be placed next to students who will not cause distractions during the story. Students will be reminded of good listening skills. <i>this is proactive</i>
The students will be talking about their responses with the group.	Children will be allowed to talk with a neighbor about the list.
The students will need to contribute to the comparing list that will be made.	Students will need to be able to contribute one thing to the list.

Child Guidance (Cognitive):

Needs for Lesson Participation:	Modification Required:
Some students may not be confident with the answer they might give; some of the students are shy. I will try to guide them to the answer they are trying to give.	Students will be given positive reinforcement.
Asking questions and keeping the students fully engaged throughout the activity, such as "what makes this different from the other stories?"	Students will need to be quiet during the reading of the stories and while giving answers need to be clear (with a loud enough voice and not a long explanation). Although students will be working in a whole group setting the same students will not be allowed to give too many responses so other

Modeling the directions for each student's level of achievement. will have a chance.

Resources Used:

- Fontes, J., & Fontes, R. (2003). *A to z Ireland*. New York: Children's Press.
 - *Cinderella*. (2000). Great Britain: K.Y. Craft.
 - Haskins, J. (1991). *Count your way through the Arab world*. Minneapolis: Carolrhoda Books.
 - Daly, J. (2000). *Fair, brown, and trembling: an Irish Cinderella story*. New York: Farrar, Straus, and Giroux
 - Hickox, R. (1998). *The golden sandal*. New York: Holiday House.
 - New Hampshire Curriculum Frameworks for Social Studies-K
- (Retrieved on April 10, 2009
<http://www.ed.state.nh.us/EDUCATION/doc/organization/curriculum/CurriculumFrameworks/CurriculumFrameworks.htm#ss>)

Lesson Reflection:

Every Lesson Reflection has the following two components:

1. **Analysis:** Throughout the reading of the stories the students really focused and paid attention to the events and differences among the characters and cultures. The students were really attentive and offered many suggestions as to why the stories were similar and why they were different. I taught this lesson in a way I thought the students would receive the most information from the books. Choosing the order of the books also took a bit of planning. I read the "American" version first which they would be most familiar with, next I read the "Irish" version because I thought it would be a smoother transition from the American version to the Middle Eastern if there was a book in the middle that was close enough to the American version yet had its amount of differences as well. With the Middle Eastern book being last the students got a taste of a very different culture at the end. By reading the books in this order I think the students met the objectives because the students were very clear on stating "what was the same and what was different about the books". Filling in the Venn Diagram was rewarding for them because they were able to see how they were comparing the stories and could also see what they learned from the stories. The areas of confusion the students faced were in why the Cinderellas' were different and why they had elements that made them so different. The impact of this lesson was in clarifying why the characters were so different and what made them different from the other stories.

2. **Planning:** This lesson went really well, the students were very interested in the fact that the stories were so different. As listeners they could not wait for the next story to be read because they were picking up on how the different characters interacted and what made them so different from the previous book. I was very impressed with how the students were attentive and listening respectfully to their peers as they asked questions and shared thoughts throughout the book and to me as I was reading them the stories. I believe that reading the stories over the course of three days made a difference because the students were challenged to recall information they had heard from the day before and compare information from what they had just heard. The students also reacted well when I asked for them to regain focus to the story, when they had strayed off topic. One strategy I used that works well when the students get off track is to say "eyes on the ceiling, eyes on the floor, eyes on me" the students respond quickly to this and know they regain composure. My values change from this experience in a positive way because at the beginning of the semester the students would try and test what they could get away with while I was reading to them, now they are aware that I am just another teacher in the classroom and they are adapting to that in a way that is also having a positive impact on my teaching skills.

Student: The students will need to know how to compare two things that are different from each other and have a few ideas of different concepts from the fairytales they have heard.

Also, previous exposure to Venn diagram

Procedure:

1. Introduction:

Talk with the students to remind them about the fairytales we have already read and have them recall information from them, also have the students reflect on the sample Venn Diagram we had already made the day before. The students will be asked a few questions to trigger their memory about the fairytales: "What made the Cinderellas' different in the Irish and Middle Eastern version?" "Why was Maha's dress so different from Trembling's?" "What represented the 'Fairy Godmother' in each of the three stories?"

} good questions

2. Body of Learning Experience:

The students will be given individual Venn diagram worksheets in which they will be asked to complete by choosing two of the three cultures we have recently studied. In comparing the cultures the students will be asked to fill in the diagram with drawings showing the differences and similarities among the two cultures. The Venn Diagram will be color coded and we will all go over what section the similarities go in and what section the differences will go in. The students will have time to brainstorm and reflect on what was different between the stories and what the similarities were. In filling out the diagrams the students will be asked to draw a picture because since the students are only in Kindergarten they are unable to compose a list of similarities and differences.

Detailed this more. What will you do first? What 2 stories are they comparing? What will you say before handing out Venn diagrams? How will they be dismissed from circle? What will you do while they are? All of this should be written out in here →

3. Conclusion:

The students will have gained an understanding by filling in the diagram. By having different cultural aspects in their drawings you will receive a positive outcome from their student work. To wrap up the lesson the students will be given a warning, so they can be aware that time is running out, and so they have some time to reflect on what they have worked on. They will have time to explain to their neighbors why they chose to draw the specific pictures they did. In working on a new concept it is always a great idea to have the students reflect so that they are sure to have a positive experience with the activity.

Good →

What do you want them to say? How will you finish the lesson?

Assessment: I anticipate some of the students having difficulty with this activity. The struggle I foresee the students having is knowing where to draw the pictures of similar concepts and where to draw the concepts that are different in each of the cultures. I will be walking around while the students are filling in their diagrams and checking in with the students who I anticipate to have some difficulties.

Name: Elizabeth Pontes Date: April 11, 2009 Grade Level: K

Subject: Social Studies Topic: Venn Diagram

Purpose: The students will be learning to compare different cultures using a graphic organizer. The students will be introduced to the fact that although cultures may share fairytales that have the same underlying concepts they are told using the specifics of that culture.

Curriculum Standard: New Hampshire Curriculum Frameworks for Social Studies-K
(Retrieved on April 10, 2009)

<http://www.ed.state.nh.us/EDUCATION/doe/organization/curriculum/CurriculumFrameworks/CurriculumFrameworks.htm#ss>

SS: CV: 2:3.2: Describe ways in which countries interact with each other culturally. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation)

How? — **Objective(s):** Students will be using a Venn Diagram to graphically show they have an understanding of the similarities and differences between the three versions of Cinderella we have read in class.

Materials Needed for Learning Experience:

Teacher: Cinderella Illustrated by K.Y. Craft

Fair, brown, and trembling: an Irish Cinderella story by Jude Daly

The golden sandal: a Middle Eastern Cinderella story by Rebecca Hickox

A to z: Ireland by Justine and Ron Fontes

Count your way through the Arab world by Jim Haskins

Venn Diagrams for each student

Student: The Venn Diagram

Crayons to fill in the diagram with.

Anticipated Length of Learning Experience: Approximately 20 minutes for students to fill in the diagram.

Student Grouping: At the beginning of the lesson we will be seated on the rug so we can reflect and recall the fairytales we have read, this will be done in whole group. The students will then be at their table spots and working on their own Venn diagram.

Prerequisite Knowledge:

Teacher: The teacher will need to know how to fill out a Venn diagram and have a in-depth knowledge of the three cultures being compared.

yes

1. **Formative:** I will be making sure students have an understanding the of the cultural differences throughout the fairytales and while they are working on their diagrams I will make sure they are filling them in with the correct information, so the students are fully aware of the concept of cultural differences. Also I will be walking around the room and asking the students why they chose to draw the specific differences and similarities.

2. **Summative:** The objectives of this lesson will be met once the students have correctly filled out the Venn diagram and can verbally distinguish the differences they have drawn out.

Child Guidance (Behavioral):

Proactive Considerations:	Reactive Considerations:
I will thoroughly describe the activity and what is expected of them and will address any questions they students might have during the activity. I will show them exactly where the differences and the similarities will be drawn.	I will thoroughly answer questions there might be about the activity and what is expected of them.
The students will be at their table spots, they should not have too many distractions from each other.	Students will be asked to work at the writing center table "where things might be a little less distracting".
The students will be working on their own copy of the Venn diagram; it should not look like their neighbor's paper.	Children will be allowed to talk with a neighbor about their drawings.
Each student will need to have their own worksheet completed.	I will talk individually with students who might be struggling with the instructions. <i>What about child who needs pattern blocks?</i>

Child Guidance (Cognitive):

Needs for Lesson Participation:	Modification Required:
Some students may not be confident with the answer they might give; some of the students are shy. I will try to guide them to the answer they are trying to give.	Students will be given positive reinforcement.
Asking the students questions about why they chose to draw certain pictures from the different fairytales.	Students will need to be quiet during the reading of the stories and while giving answers need to be clear (with a loud enough voice and not a long explanation).
	Students who are struggling will be able to ask a neighbor for some assistance as to why

Modeling the directions for each student's level of achievement. To make sure each student has an understanding of the assignment I will be asking each student to point out the circle where the differences belong and the circle where the elements that are the same will go.

they chose certain pictures to draw from each story.

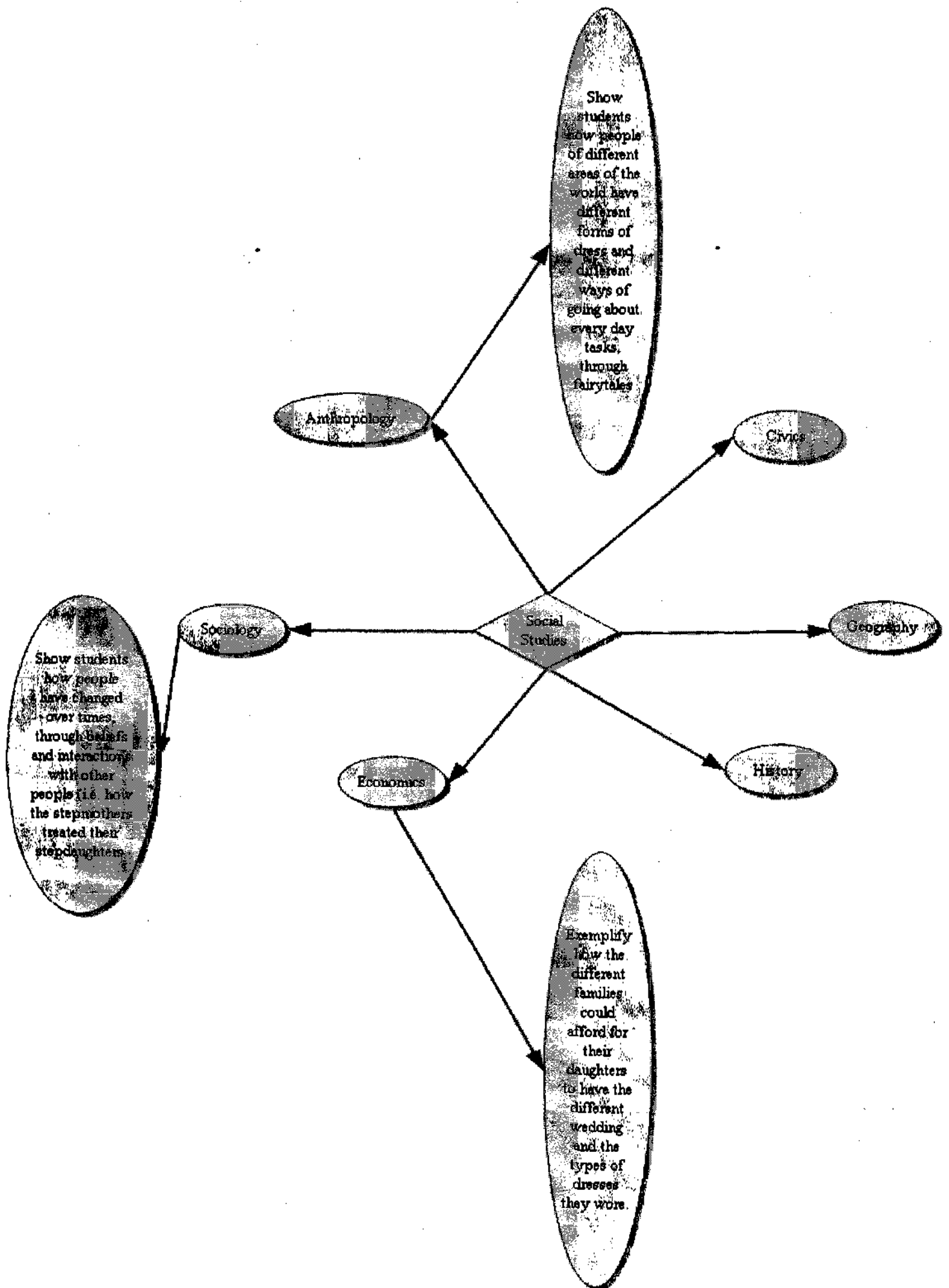
Resources Used:

- Fontes, J., & Fontes, R. (2003). *A to z Ireland*. New York: Children's Press.
- *Cinderella*. (2000). Great Britain: K.Y. Craft.
- Haskins, J. (1991). *Count your way through the Arab world*. Minneapolis: Carolrhoda Books.
- Daly, J. (2000). *Fair, brown, and trembling: an Irish Cinderella story*. New York: Farrar, Straus, and Giroux
- Hickox, R. (1998). *The golden sandal*. New York: Holiday House.
- New Hampshire Curriculum Frameworks for Social Studies-K
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<http://www.ed.state.nh.us/EDUCATION/doe/organization/curriculum/CurriculumFrameworks/CurriculumFrameworks.htm#ss>)
- Bosma, B. (1992). *Fairytales, Fables, Legends, and Myths* [Electronic version]. , 1-14. From EBSCO Host.
- Haltom, J. (2004, June 17). *Exploring Cultures through Fairytales*. Retrieved April 14, 2009,
<http://74.125.95.132/search?q=cache:73qKNCP82bwJ:coe.unt.edu/northstar/2004/Demos/Exploring+Cultures.ppt+exploring+cultures+through+fairy+tales&cd=2&hl=en&ct=clnk&gl>
- Hanlon, T. L. (2008, April 11). *General Guidelines for Teaching with Folk Tales, Fairy Tales, Fables, Ballads, and Other Short Works of Folklore* . Retrieved April 14, 2009,
<http://www.ferrum.edu/applit/studyg/studygFolk.htm>
- Kaminiski, R. (2000). *Using Multicultural Cinderella Books To Engage Students in Comprehension Strategies*. Classroom Connections [Electronic version]. *Council Connections*, 14-17. From ERIC (ED453506).

Lesson Reflection:

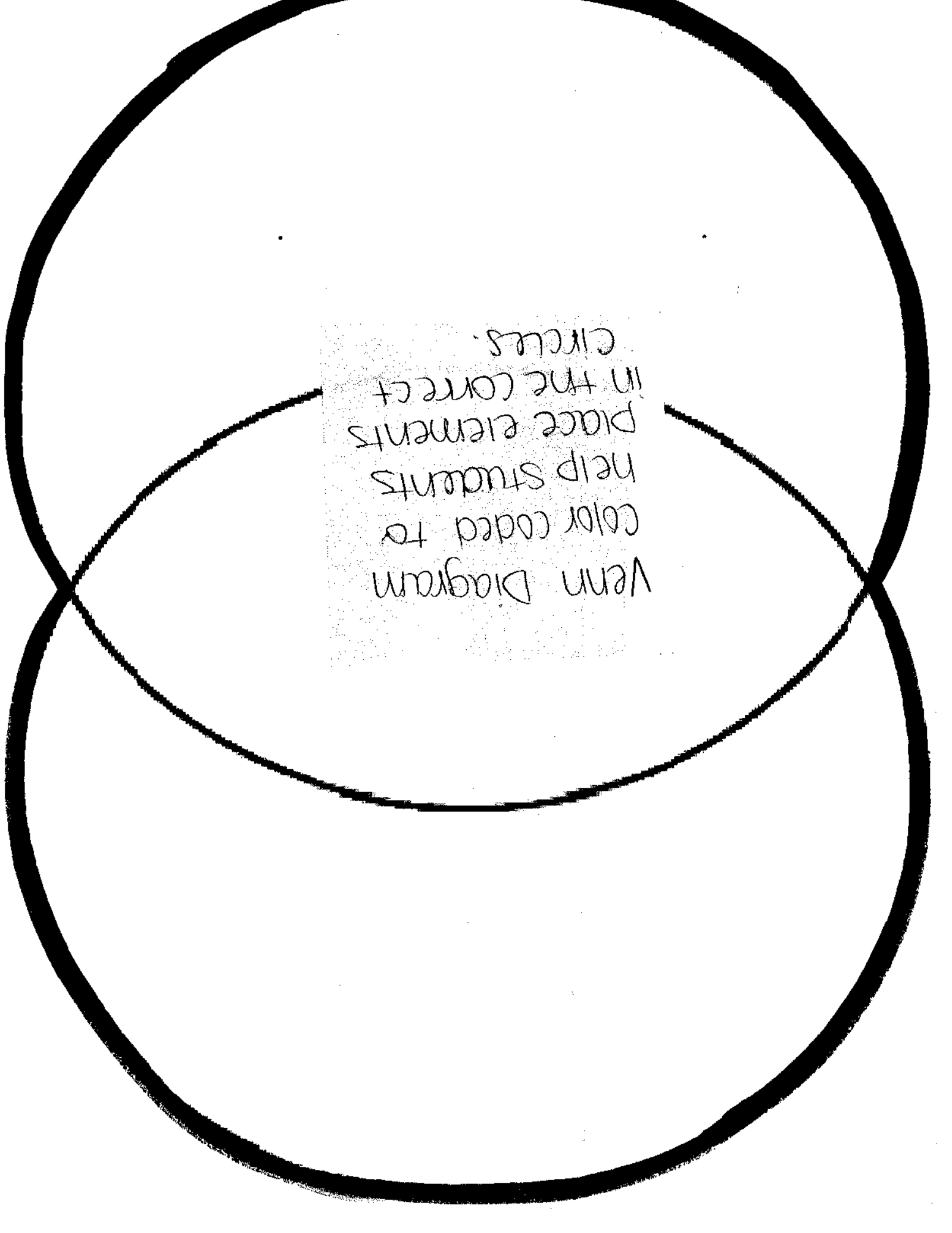
Every Lesson Reflection has the following two components:

1. **Analysis:** This lesson went well for the students; they enjoyed hearing the different versions of Cinderella and being able to make comparisons and connections among the three fairytales. The students became very interested when they found out they were going to make their own "pretzel thing" that I had drawn on the board (my hand drawn version of a Venn Diagram) the day before. The students were challenged throughout the story to try and



recall something they had previously learned from one of the other fairytales. I had the students draw pictures in the blank spaces because they are unable to write some coherent words or comprise a list. Also this way the pictures show the mental images the students have in their heads from the fairytales. From this lesson the students were able to compare the stories and their work really showed they gained an understanding of the similarities and differences between the cultures. The only misconception a few of the students had was where to draw the specific similarities and differences throughout the stories. I believe I had a positive impact on the students because they all seemed to be very involved in their work and majority of them showed they had grasped a real understanding of the graphic organizer we used.

2. **Planning:** In the future I would have the students who might have difficulty on the assignment start working first so they have enough time to complete their Venn Diagrams, in case there are any misconceptions with them. The only difficulty we ran into was that some students were unaware of where they were to place the differences and similarities. One strategy that I would definitely use again would ask every student as they received their paper the point and show me where to draw the things that were different and where to draw the things that were the same. I know this takes up time but students will gain a better understanding through repetition. The children had a huge impact on my philosophy because I had many doubts about this lesson, but they surely proved me wrong in that there were far less students with confusion than I had anticipated. The students really worked diligently and completed the task at hand despite questioning their ability. My values also changed in a positive way to show that never underestimate your students. ^{-ogs!} They are always keeping you on your toes and will always surprise you.



Venn Diagram
color coded to
help students
place elements
in the correct
circles.

Steals shoe

Trembling

Sisters floated

Henwife

Fight.

Irish

Dresses

2 sisters

horses

chores

Prince

Looses shoe

Cinderella

Sisters stayed

Fairy Godmother.

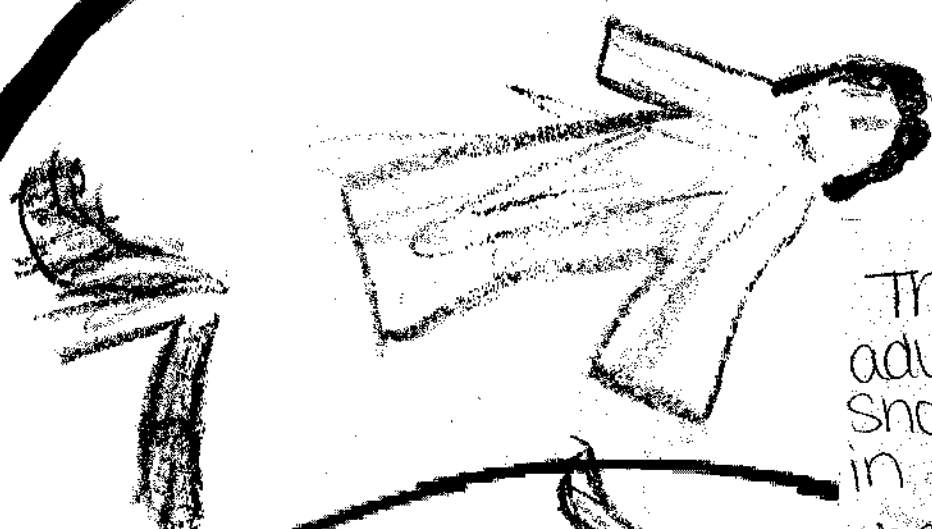
Bird with hurt wing

Ball (croyal).

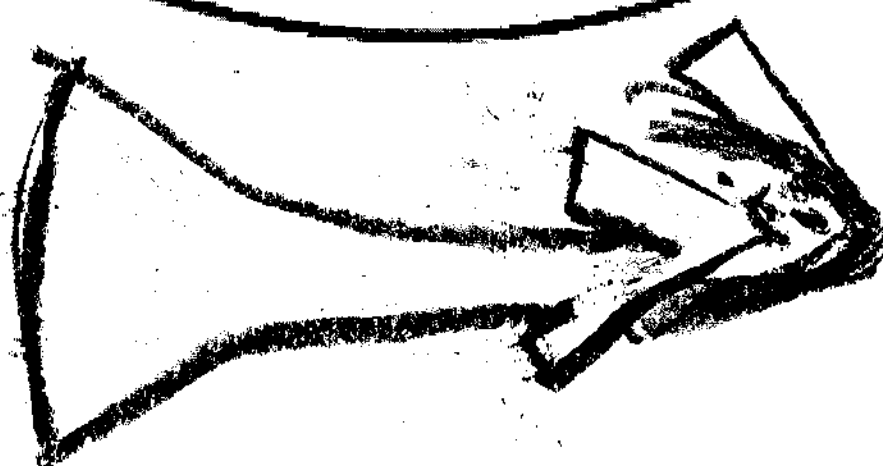
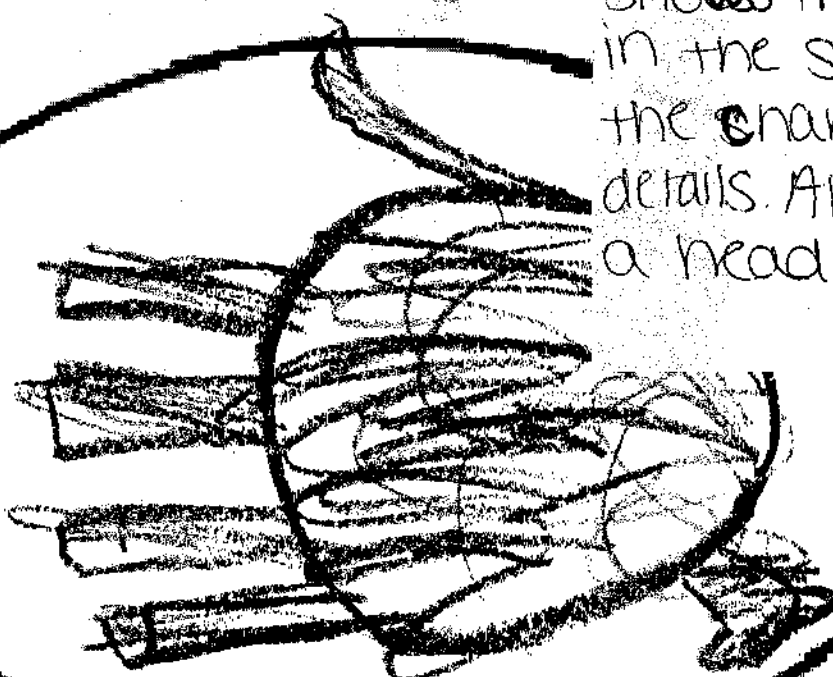
American

Class generated
a sample
diagram to gain
experience
before using on
their own.

MOON



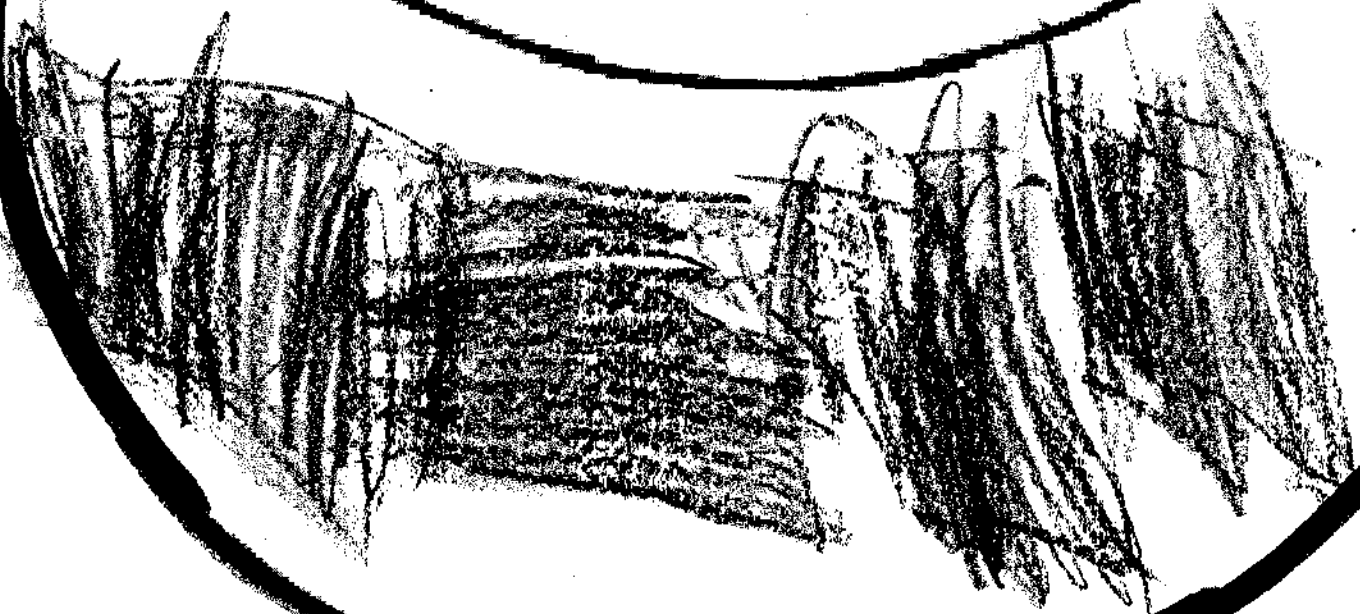
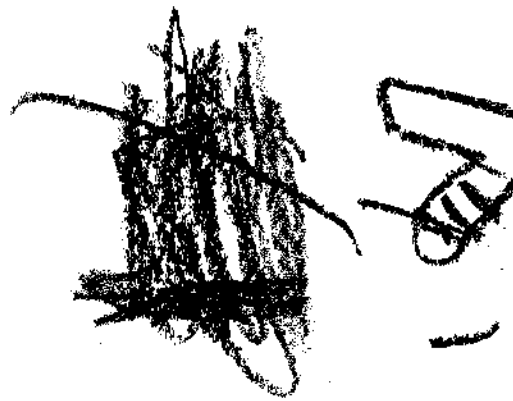
This example is advanced, the student shows the difference in the shoes of the character using details. Also shows a head dress.



11/10/10

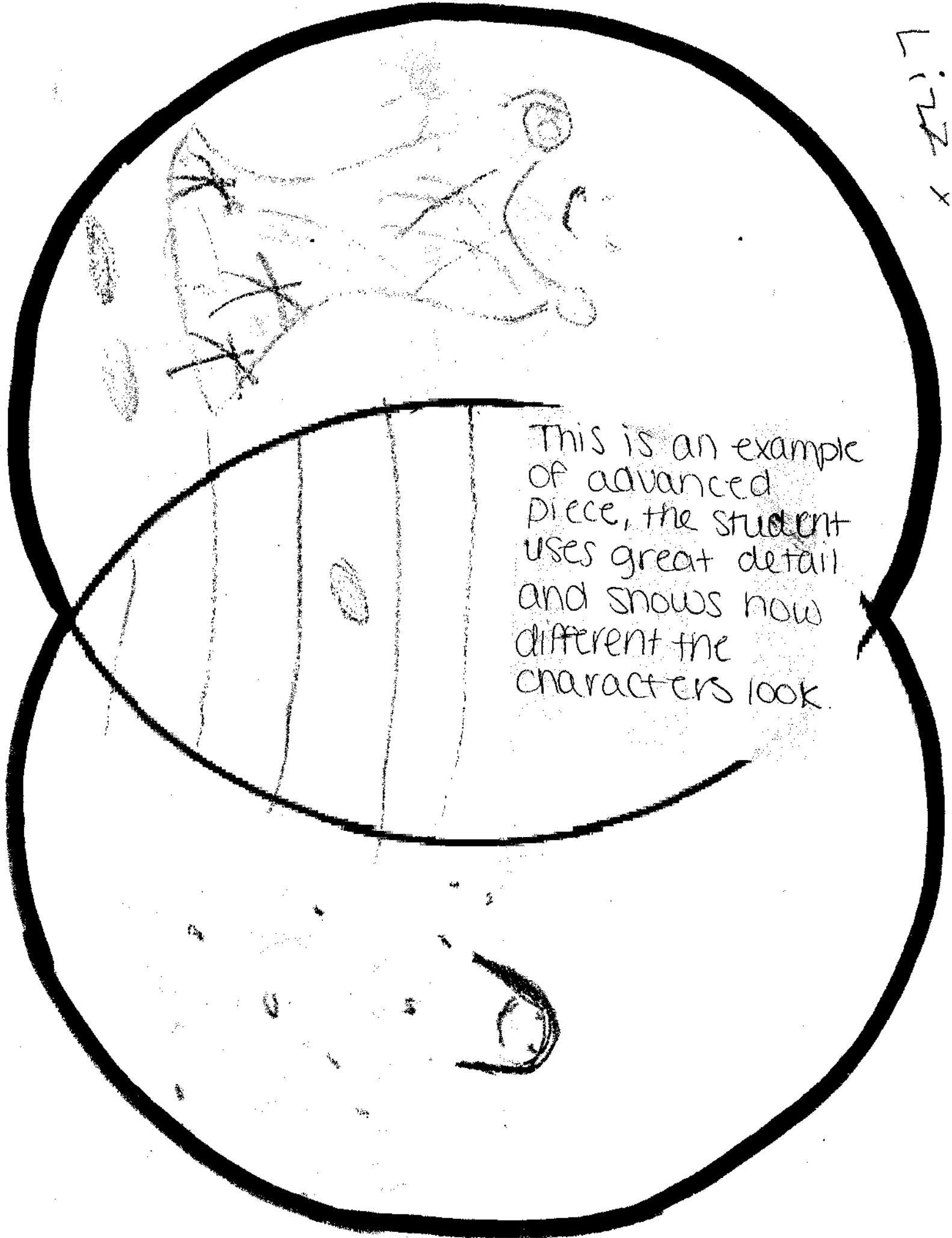


This example
needs a bit of
improvement. I
am not really
sure what the
student is trying
to represent.



Liz x

This is an example
of advanced
piece, the student
uses great detail
and shows how
different the
characters look.



KQ 17/13



This is an example
that needs work.
Again I am not
sure what the
student is trying
to portray in their
drawings.



Teacher Portfolio Artifact Cover Sheet

ACEI STANDARD #: 2.5 The Arts

2.5 The arts—Candidates know, understand, and use—as appropriate to their own knowledge and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and visual arts as primary media for communication, inquiry, and engagement among elementary students.

ACEI STANDARD #: 2.1 English Language Arts

2.1 English language arts—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

NAME OF ARTIFACT: Methods Arts Integration Project

Brief description of artifact:

The students are creating a popsicle stick doll that represents themselves as a prince or princess. These figures will demonstrate that the students have gained an understanding that all people, even of royalty, have specific clothing that represents the part of the world they are from and which distinguishes them from others all over the world. The students will use cultural aspects they have learned about in the books we will have read aloud in class, where they will learn that everyone comes from a different background which makes them who they are.

TYPE OF ARTIFACT: Project for arts lesson integrating literacy curriculum.

Brief description of how artifact demonstrates ACEI Standard 2.5 and how it integrates to ACEI Standard 2.1:

This artifact demonstrates ACEI Standard 2.5 by engaging the students with the visual arts of making their own figures of what it means to be a prince or princess to them. This allows the student to express themselves and show everyone what culture means to them. This artifact integrates ACEI Standard 2.1 by having the students use what they have learned from the fairytales and turning it into an art form and showing what they have comprehended through being creative. Creativity and use of imagination allow the students to take their knowledge another step and allow them to express what they have learned in their own sense and exemplify what they have learned and what it means to them.

Name: Elizabeth Pontes Date: April 10, 2009 Grade Level: K

Subject: Social Studies Topic: Arts Integration Project

Purpose: The purpose of this lesson is to integrate the Arts into the Social Studies lessons we are working on.

Curriculum Standard: New Hampshire Curriculum Frameworks for Social Studies-K
(Retrieved on April 10, 2009)

<http://www.ed.state.nh.us/EDUCATION/doe/organization/curriculum/CurriculumFrameworks/CurriculumFrameworks.htm#ss>

SS: CV: 2:3.2: Describe ways in which countries interact with each other culturally. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation)

Objective(s): The students will be drawing clothing as if they were a prince or a princess in one of the stories they have heard. The clothing will have to reflect the culture they found to be the most interesting or unique throughout the three books.

Materials Needed for Learning Experience:

Teacher: The teacher will need to have the popsicle stick figures all made before class. Also the teacher will need to have the books that were read so the students can look back at what clothing is like from the different areas (the books are listed below).

Cinderella Illustrated by K.Y. Craft

Fair, brown, and trembling: an Irish Cinderella story by Jude Daly

The golden sandal: a Middle Eastern Cinderella story by Rebecca Hickox

A to z: Ireland by Justine and Ron Fontes

Count your way through the Arab world by Jim Haskins

Paper is needed for the students to draw the clothing on.

Student: The students will need markers or crayons to color the clothing.

Scissors to cut out their drawings.

Glue so they clothing can be stuck onto the popsicle stick people.

Anticipated Length of Learning Experience: Approximately 30 minutes.

Student Grouping: The students will be working at their table spots individually. They will be able to talk among of their neighbors to share ideas they might have that will help each other out.

Prerequisite Knowledge:

Could you think of something more specific to the Cinderella tale?

Refer to class handout on writing objectives

ok but still hard to evaluate b/c not specific to be measured

Teacher: The teacher needs to be aware of the types of clothing a prince or a princess might wear from the culture the student chooses. The teacher also needs to be familiar with the cultural differences between the books

Student: The student needs to know the difference between the cultures so they can create a culture specific popsicle person, so there is no mix between cultures. I understand this lesson might pose a problem for some of the students in that they will have to recall details from the stories and use them to create a character in culture specific clothing.
books read earlier

Procedure:

1. **Introduction:**

The students will be using what they have learned from the three versions of Cinderella to create their own prince or princess figure. They have to use details from the stories in the clothing their characters are wearing. The students will have to use cultural aspects in the clothing the figure wears so they are grasping the concept that their figure is still a prince or princess no matter what they are wearing.

2. **Body of Learning Experience:**

Students will need to be sure they are on task working on their clothing and to make sure they are following the instructions with one of the three cultures we have learned about. Once the students have drawn the clothing, cut it out, and glued it to their popsicle person they will be allowed to draw another outfit from one of the other cultures. The students who had time to make a second outfit will be allowed to cut it out but not glue it to the popsicle stick because there will not be time for everyone to do this. As the students are working I will be walking around asking them why they chose the culture they did.

3. **Conclusion:**

Students will be able to inform the teacher about one fact they have learned from the three different stories they have heard, this might include something about the dress of that culture. The students will also be able to grasp the concept that there are many stories told throughout the world that might have the same underlying meaning but have different aspects from their region of the world that make them different and unique from the other stories.

Assessment: Some of the students might have more difficulty than others choosing a culture to draw from, at this point I will talk with the students and have them explain to me something they noticed in the pictures of the books and by this they will hopefully be able to make a decision on what clothing style they think is the most unique or interesting. The lesson's objectives will be met once the student has completed their

*See Comments
from previous
lessons. Procedure
needs to be much
more detailed*

popsicle person and they can state in a clear and complete sentence why they chose the culture they did.

1. **Formative:** I will make sure the students understand they are not just picking the style of clothing that "looks the coolest" they will be picking the clothing for a reason that is relative to the culture. This concept might be a little difficult for them at first but I think it is beneficial for them to have an understanding of where the style came from. Also all the students will need to be respectful of each other's work, not all the clothing is going to look the same and that is ok because everyone come from a different place.

2. **Summative:** The lesson objectives will be met because the students will have an understanding of everyone's popsicle person being different and showing different aspects of the culture.

Child Guidance (Behavioral):

Proactive Considerations:	Reactive Considerations:
The directions will be made clear of what is expected of the students, I will have them repeat some of the directions back by having them show a friend of what it looks like to be respectful.	If a student is misbehaving they will be asked to work at a quieter level and if the behavior persists then they will be asked to sit at a different table, where the working conditions might be more suitable for them.
The students will be working at their table spots which should not be a major conflict but if the students cannot seem to work together they will be asked to move to one of the center tables where they will be able to focus more on their work.	I will sit and talk with the student about the choice of the culture they made. This will be an attempt to redirect their attention to what they are working on.
The students will be able to talk about their selection, of culture, with their neighbor to share why they chose the culture they did.	If a student is having difficulty with the assignment or is confused I will check in with them one-on-one to make sure they understand why we are doing the activity and maybe give them some guidance on how to choose a culture to complete the assignment.
All students will have to complete of popsicle person by the end of the lesson.	

Child Guidance (Cognitive):

Good

yes

Needs for Lesson Participation:	Modification Required:
Some students might have difficulty narrowing down their options. Other students might have a bit of difficulty staying on task.	I will thoroughly describe the activity and what is expected of them and will address any questions they students might have during the activity.
I think the students will enjoy the lesson and will be fully engaged but if they are not then I will make a minimum amount of details they will need to have to complete the lesson.	The students will be working at their table spots where there should be minimal distractions for them
I think the students will need to talk about why they chose the culture they did with their neighbor so they can express themselves not only through their art but through explanation as well.	If a student is struggling and cramped for time they might need fewer details so they will still have time to complete the assignment and share with the other students their work.

Resources Used:

- Fontes, J., & Fontes, R. (2003). *A to z Ireland*. New York: Children's Press.
- *Cinderella*. (2000). Great Britain: K.Y. Craft.
- Haskins, J. (1991). *Count your way through the Arab world*. Minneapolis: Carolrhoda Books.
- Daly, J. (2000). *Fair, brown, and trembling: an Irish Cinderella story*. New York: Farrar, Straus, and Giroux
- Hickox, R. (1998). *The golden sandal*. New York: Holiday House.
- New Hampshire Curriculum Frameworks for Social Studies-K

(Retrieved on April 10, 2009

<http://www.ed.state.nh.us/EDUCATION/doe/organization/curriculum/CurriculumFrameworks/CurriculumFrameworks.htm#ss>)

Lesson Reflection:

Every Lesson Reflection has the following two components:

1. **Analysis:** The lesson went well in the sense that the students enjoyed creating clothing as if they were a prince or princess. The students enjoyed that I got to hot glue the clothing onto the popsicle dolls that I had made for them. I taught the lesson after we read all the books so the students would gain an understanding that not all princes and princesses have the same types of clothing that they are used to seeing. The students learned there are all different styles of clothing to wear because at first they were all under the impression that fancy dresses with beading and lace were all princesses wore and boys thought that all princes wore tuxes. The misconceptions were again about how the princes and princesses were to dress when they were drawing out the clothing. The areas of confusion for the students were that

How many items
did they need on their
clothing? This was
necessary in order to
be able to assess obj.
Did you make
a model?

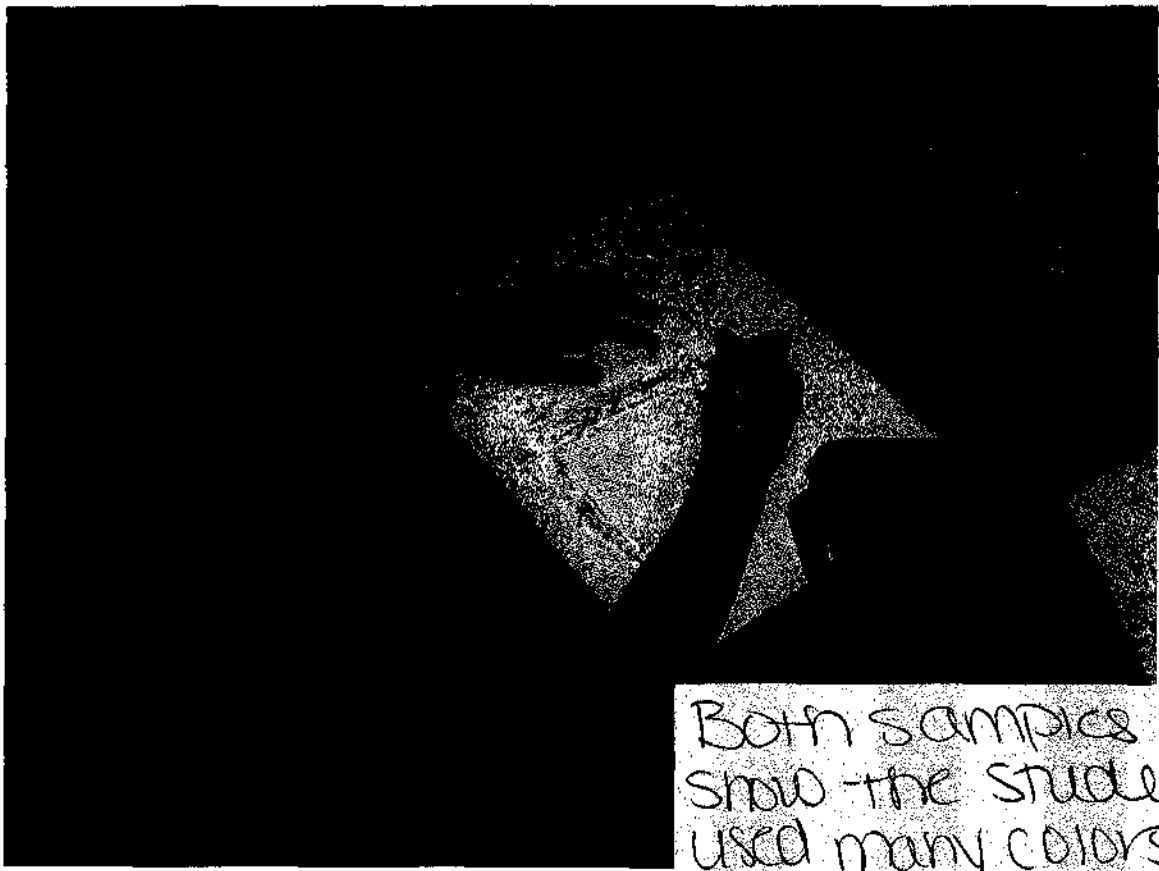
you do not have to make your popsicle person look like your neighbor this is what you would wear if you were attending a royal gathering, the students are always very concerned with what their neighbors are working on and these dolls were supposed to be original work.

2. **Planning:** If I were to teach this lesson again I would make sure the students really grasp and understanding of culture and that they are making these dolls based on cultural differences among them. I definitely feel this lesson was a struggle for me to link culture to the students they were just so enthused to be creating their own popsicle prince or princess they did not get a full understanding from the cultural aspect. In teaching this lesson again I would make sure the students are aware they need to have one element on their popsicle doll from the stories we had read in class, this way the students are showing you they have took something away from the story. The students also impacted me because this was the first art lesson I have taught and I needed to take into account for clean up a little more than I had. I was unaware of how things can become a little crazy when dealing with scissors and glue.

This is an example
of a sample that
meets expectations.
The student uses
many colors and
details to express
understanding. ^{Relevant} - detailed
Comments but it would be much easier
if you had those in your objective.

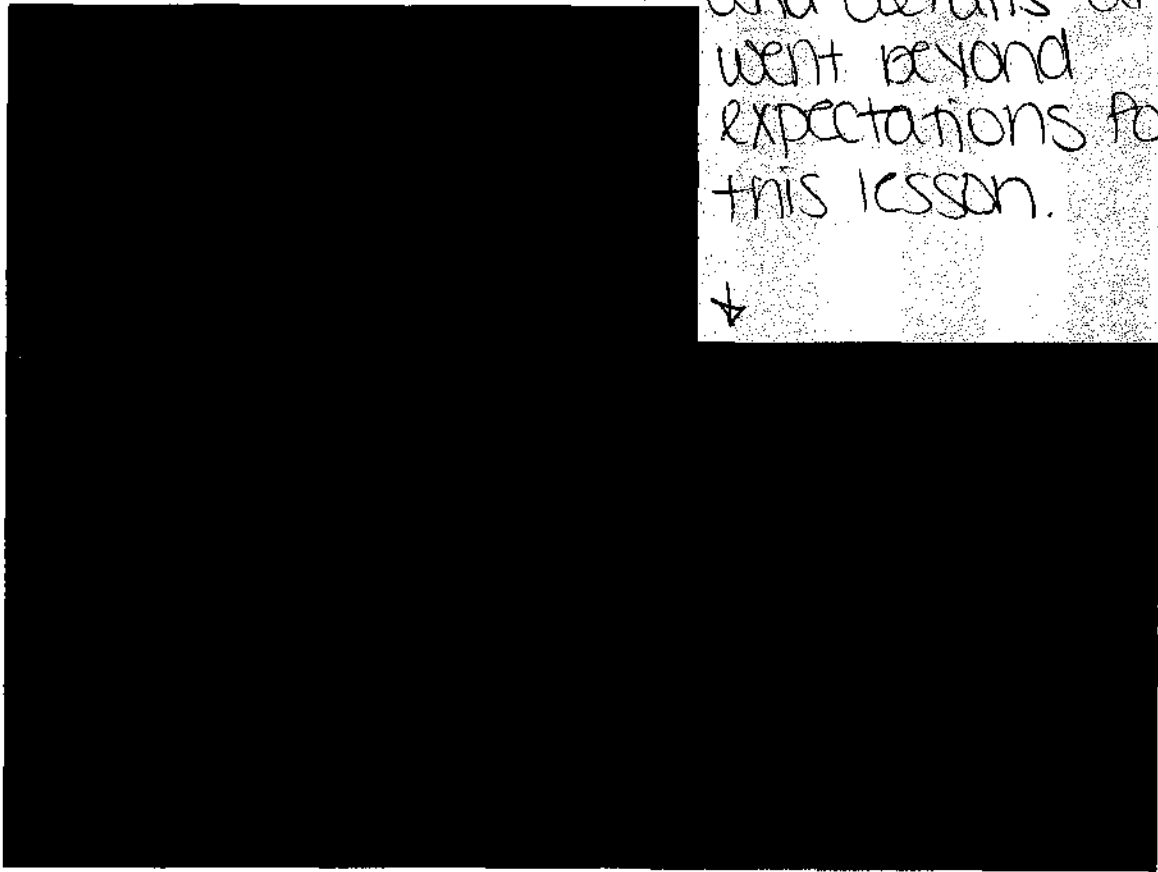
This example needs
a few more
details for it to
meet expectations.
The student is on
the right track.





Both samples ↑
show the students
used many colors
and details and
went beyond
expectations for
this lesson.

↓



Methods Social Studies Project Rubric

Attributes: K (Knowledge); S (Skills); (D) Dispositions; (I) Impact on Student Learning

Steps & Point Range	Needs Improvement	Meets Expectations	Exceptional	Attributes & Standards
STEP 1. PLANNING AND PREPARATION A. Selection of appropriate topic.	Topic does not fit well into social studies theme and developmental level of students. Weakly connected or not connected to state, national and/or local curriculum standards. Inspiration 8 web not included or few or unconnected ideas. Did not meet with CT to discuss lesson.	Topic selection appropriate for social studies theme and developmental level of students. Connected to national, state, and/or local curriculum standards. Inspiration 8 web included with several, well-connected ideas. Met with CT to discuss lesson.	Topic fits very well into social studies theme and developmental level of students. Topic supports grade level current Social Studies curriculum. Connected to national, state, and/or local curriculum standards. Inspiration 8 web included with many well-thought-out interconnected ideas. Met with CT to discuss lesson.	Standards: 2.1, 2.4, 3.1, 5.1, 5.2 <i>Developed unit w/ CT</i> <i>Each curriculum area should have ideas on web</i>
B. Research on topic	Few resources explored. Description does not reflect appropriate depth of knowledge needed to effectively teach lesson. <u>Weak content background of topic.</u> Research covers few perspectives. Does not meet minimal requirements for curriculum resources. Annotated bibliography does not meet requirements. <u>Not completed in correct APA style.</u>	Used a variety of resources including: Three children's books, two professional resources (not from the Internet), two web sites or software programs. Research of content background covers lessons' topic at a basic level. Covers differing perspectives in an adequate manner. Annotated bibliography meets basic requirements. Uses APA format for in-text citations and for bibliography with few errors.	Used a wide variety of resources including at least 3 children's books, two professional resources (not from the Internet), two web sites or software programs. Rich, detailed research of content background reflects depth of knowledge on lessons' topic. Covers multiple perspectives. Annotated bibliography reflects in-depth knowledge and evaluation of books. No errors in APA style in text citations and bibliography.	Standards: 2.1, 2.4 <i>See paper for specific comments</i> <i>Annotated bibliography has relevant information</i> <i>APA citation</i>
C. Goals, curriculum standards, objectives and assessments.	Goals, curriculum standards, objectives not articulated to the extent needed. Assessments are minimal, mostly skills-focused, with little attention to student development of critical thinking, problem solving and/or not appropriately aligned with lesson objectives. No comments or minimal reflection on students' work. Comments do not address students' meeting (or not) lesson objectives.	Goals, curriculum standards, objectives clearly articulated. Assessments address concepts as well as skills related to development of student critical thinking and/or problem solving. Formative and summative assessments align with intended lesson objectives. Comments on students' work reflect some thoughtful assessment of students' meeting (or not) lesson objectives.	Goals, curriculum standards, objectives clearly and thoroughly articulated. Assessments address concepts, skills and process competencies necessary for development of student critical thinking and/or problem solving. Formative and summative assessments align with intended lesson objectives. Comments on students' work clearly reflect thoughtful assessment of students' meeting (or not) lesson objectives.	Standards: 1, 2.1, 2.4, 3.1, 3.2, 3.3, 3.4, 4 <i>Objective cannot be measured</i> <i>Assessment required critical thinking skills</i> <i>Adequate comments on student work. Difficult bc objective wasn't specific</i>

STEP II INSTRUCTION A. Teaching	Minimal description of topic given. Several elements of lesson were incomplete and/or underdeveloped. Teaching showed basic effort in preparation and minimal planning. Delivery was weak, lacking in enthusiasm or engagement.	Description of topic given. Evidence of thoughtful planning and preparation. Delivery was energetic and engaging. Candidate maintained engagement throughout the lesson.	Thorough description of topic given. Taught a carefully-prepared, age-appropriate and engaging lesson. Delivery was energetic, enthusiastic and engaging. Candidate encouraged and maintained engagement throughout the lesson. ✓	Standards: 1, 2.1, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 5.1, 5.2 • Teaching was engaging • Students were on-task • Materials were fully prepared
B. Lesson Development	Some components of the Methods Lesson Plan format missing and little detail included. Art(s) extension activity is missing or weakly developed.	All components of the Methods Lesson Plan format addressed in a basic manner. Some components addressed at a deeper level. Activities are relevant to topic and demonstrates thoughtful planning. ✓	All components of the Methods Lesson Plan format addressed in a detailed/thoughtful manner. Activities are relevant to topic and demonstrate creativity and thoughtful planning.	Standards: 1, 2.1, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4, 5.1, 5.2 • LP was complete • Procedure could be more detailed
STEP III PROFESSIONAL PRESENTATION A. Ensure quality of final product.	Did not meet all project expectations and requirements. Editing needed. Project did not reflect adequate understanding of the teaching of social studies and use of children's literature to enhance student learning. <i>no pseudonyms</i>	Met project expectations and requirements. Presented project neatly - few editorial issues. Pseudonyms & professional terminology used. Demonstrated basic understanding of the teaching of social studies and use of children's literature to enhance student learning. ✓	Met and/or exceeded all project expectations and requirements. Used pseudonyms and professional terminology throughout. Presented project neatly with no editorial issues. Demonstrated in-depth understanding of the teaching of social studies and use of children's literature to enhance student learning.	Standards: 2.1, 5.1 • Student names visible • Some editing issues
B. Final reflection on project and teaching experience.	Final reflection shows little analysis of teaching effectiveness and/or growth as a social studies educator. Discussion of the value of the social studies project experience is minimal. Does not include comments on the effect of the lessons on candidate growth.	Final reflection demonstrates some analysis of the effectiveness of the lesson and teaching experience. Analysis of candidate's own growth as a social studies educator demonstrates the value of the social studies project experience. ✓	Final reflection demonstrates careful and in-depth analysis of the effectiveness of the lesson and teaching experience. Reflection of candidate's own growth as a social studies educator fully explores the value of the social studies project experience.	Standards: 1, 2.1, 2.4, 3.4, 4, 5.1, 5.2 • Reflection included ideas for future application • Comments show understanding of unit success and members.

Grade: BC / 82

Liz-
 This project was a great idea and the teaching piece was very strong. Concentrate on having detailed and measurable objectives so that you can accurately assess student work.

Arts Integration Project Grading Rubric

Criteria	Needs improvement	Meets expectations	Exceeds expectations	Score
I. PLANNING AND PREPARATION A. Research the arts and how they are integrated to support literacy instruction.	Few or irrelevant sources explored. Minimal research regarding the medium used. Citations not included in research paper and/or reference page does not apply A.P.A. style.	✓ Met with CT and took into account the current literacy curriculum. Used a minimum of 3 resources to enhance understanding of content. Citations included in research paper and reference page in A.P.A. style, with few errors.	Met with CT and effectively integrated the current literacy curriculum. Used a variety of resources to enhance understanding of content. Citations included in research paper and reference page in correct A.P.A. style.	
B. Inspiration 8 web	Little detail in curriculum planning outline. Inspiration 8 program not applied.	✓ A variety of concepts, skills and art-related ideas are included in curriculum planning web. Inspiration 8 program applied.	A variety of concepts, skills, art-related ideas and literacy concepts and skills clearly integrated/connected in curriculum planning web. Inspiration 8 program applied.	• Think about how to integrate in all areas
B. Determine goals, objectives and assessments.	Goals and/or objectives not clearly defined or articulated. Curriculum standards not clearly identified or not connected with L.P. goals. Assessments are minimal and/or do not match L.P. objectives.	✓ Goals and/or objectives clearly defined. Curriculum standards clearly identified and well connected with L.P. goals. Assessments are clear and match L.P. objectives. Minimal errors in articulating these components.	Goals and/or objectives clearly defined. Curriculum standards clearly identified and well connected with L.P. goals. Assessments are clear and match L.P. objectives. Clear connections to ACEI Art standards. All components are clearly articulated.	• Be sure to make objectives measurable & specific
II. Instruction A. Fully develop and teach lesson	Some L.P. format components missing or little detail included. Lesson lacked good flow. Materials were not ready for students' use.	✓ All L.P. format components developed at a basic level. Some addressed at a deeper level. Good lesson flow. Materials were ready for students' use.	All L.P. format components fully developed. Excellent lesson flow. Materials were accessible and ready for students' use. Proactive considerations in materials' management.	• Child guidance well done • Be sure to be very detailed in procedure • Students were engaged
B. Assess student	Student work	Student work	Student work samples	

learning/Assess lesson effectiveness	samples and final reflection show minimal understanding of lesson effectiveness in terms of student learning. No Post-it notes with assessment of students' work. Students' names remain on work samples.	samples and final reflection show some understanding of lesson effectiveness in terms of student learning. Post-it notes with basic assessment of students' work. Students' names not on work samples.	✓ and final reflection show in-depth understanding of lesson effectiveness in terms of student learning. Post-it notes with insightful assessment of students' work. Students' names not on work samples.	<i>• Always measure work back on lesson objectives</i> <i>• Be sure to remove student names</i>
III. PROFESSIONAL PRESENTATION A. Quality of final project.	All project expectations and requirements not met. Editing needed. Neatness and organization needed. Minimal analysis of teaching effectiveness. Weak integration of the arts and literacy curriculum.	All project expectations and requirements met. Few editorial issues. Neatness and organization are evident. Basic analysis of teaching effectiveness. Basic integration of the arts and literacy curriculum.	✓ All project expectations and requirements are exceeded. Neatness and organization are evident. No editorial errors. In-depth analysis of teaching effectiveness. Strong integration of the arts and literacy curriculum.	

Grade: _____

Reflecting on this unit really gave me some insight to my future as a teacher. There were many positives that came from this lesson. The students showed me they were really were interested and engaged throughout the lessons. While reading the fairytales the students were attentive and showed they had respect for the different types of people all over the world. The students asked questions that showed they comprehended the differences and similarities between the fairytales. The responses that were given while working with the Venn Diagram really showed a willingness to learn new ways of representing what they have learned. I had my doubts while introducing the students to such a new and difficult task, but they yet again surprised me and exceeded my expectations.

Some aspects of the lesson which I thought could have gone better were with tying culture into the arts lesson a little more. Although the students had a blast with making their popsicle people they were unaware that we were making a connection through culture. The students did show an understanding that their figures had to have one aspect from one of the cultures we had learned about but were a little confused as to what the main purpose was.

How could you connect it better?

Although there were a few things I would change my overall experience with this lesson was positive and I enjoyed working with the students on a topic many of them knew nothing about. My favorite part of the unit was introducing the student to the Venn Diagram. I think this was the highlight of my unit because the first thing the students said when they saw it was "what are we going to do with that pretzel thing", right then I knew I had their interest and could take the lesson in many directions. They were very aware of what was to be done with the diagram and now understand it is a way to

organize similarities and differences throughout stories. This is a lesson that I will use many times throughout my career. Although it does create some confusion you can use it with students of all ages. Students may not be able to write sentences or words but can always complete a Venn Diagram by drawing pictures to show what might be different or what might be similar. This is a great visual representation for students to see what they have learned and taken out of stories they have read. Working with Venn Diagrams is a skill that students will use throughout their lives; I know I use them when I need to get thoughts and ideas in order while working on papers or projects today.

What about your student who had the frustration? This would have been a good place to reflect on what you did to accommodate him and how it worked.

Good ideas about the Venn diagram and how to use it in the future.

KSC Clinical Observation Form

Candidate Liz Pontes
 Observer Mia Manning-Oskam
 Date: 4/15/09

School Sammonds Elem.
 Grade/Class K Thompson
 Lesson Portals SS

Comments

I. Planning and Preparing for Instruction

- A. Knowledge of Students and School Context 2
- B. Knowledge of Content and Associated Pedagogy 2
- C. Instructional Goals/Activities/ Assessments/Learning Outcomes 1/2

* Based on ILL frameworks for SS.
 * objective not measurable, procedure needs more detail

II. Creating a Positive Learning Environment

- A. Respect/Rapport 2
- B. Managing Routines and Procedures 2
- C. Managing Student Behavior 3

* Students were engaged during story
 * used behavior plan - beams in cups

III. Instruction

- A. Activating and Maintaining Engagement 2
- B. Flexibility/Responsiveness 3
- C. Activities 2
- D. Pacing and Timing 2

* flow to lesson
 * answered questions, connections during story
 * had students restate directions about what to do on Venn Diagram

IV. Professional Responsibility

- A. Clear and Accurate Communication with All Audiences 2
- B. Professional Interactions and Pursuit of Professional Development 2
- C. Use of Technology n/a
- D. Reflective Practice 3

* neat handwriting
 * worked w/ct to develop lesson

Cynthia Pontes

* had many insights about lesson both challenges & positives

Mia Manning-Oskam 4/20/09

Signature of Teacher Candidate (following conference)

Signature of Observer (following conference)

Field placement: ☒ Methods/Practicum
 (check one) ☐ Student Teaching/Internship

(check one) ☒ Cooperating/Mentor Teacher
☒ Methods/Practicum Instructor ☐ College Supervisor
☐ Site Supervisor ☐ Other Course Instructor
☐ Other Professional Educator (please describe)

Key: 1=Needs Improvement 3=Exceeds Expectations
 2=Meets Expectations N/O=Not Observed

- * pointing out important features during story.
- * Students made connection between henna tattooing and Shomo - cultural ambassador
- * Did you pre-read the story? Why is this helpful?
- * Venn diagram - went over what the circles mean, color coded.
- "It began with a T" - led student to answer w/out giving it away
- * Tell me why you checked which student on Venn diagram before you gave them paper.
- * Very animated. Tell me what you were thinking about why to be animated.
- * Circulated around to check in on all students
- * What did you have for early finishers?
- * Gave transition warning. Tell me why

Went well

- * Comprehension of Venn diagram
- Multicultural
- behavior management

KSC Clinical Observation Form

Candidate Liz Pontes
 Observer Tracy Thompson
 Date: 7/16/18

School Symonds
 Grade/Class K
 Lesson S.S. Arts Lesson
 Comments

I. Planning and Preparing for Instruction

- A. Knowledge of Students and School Context 2
- B. Knowledge of Content and Associated Pedagogy 2
- C. Instructional Goals/Activities/ Assessments/Learning Outcomes 1

Make sure your body of your lesson connects to your objective

II. Creating a Positive Learning Environment

- A. Respect/Rapport 2
- B. Managing Routines and Procedures 2
- C. Managing Student Behavior 2

III. Instruction

- A. Activating and Maintaining Engagement 1
- B. Flexibility/Responsiveness 2
- C. Activities 1/2
- D. Pacing and Timing 1/2

Be sure to state "why" students are making clothing
 Your feedback is always →
 Activity should connect to objective
 Be sure to plan time for closure →

IV. Professional Responsibility

- A. Clear and Accurate Communication with All Audiences 1/2
- B. Professional Interactions and Pursuit of Professional Development 3
- C. Use of Technology N/O
- D. Reflective Practice

In your written lesson plan be sure to script all the language you will use in your lesson.

Signature of Teacher Candidate (following conference)

Field placement: ☐ Methods/Practicum
 (check one) ☐ Student Teaching/Internship

Key: 1=Needs Improvement 3=Exceeds Expectations
 2=Meets Expectations N/O=Not Observed

Tracy L. Thompson
 Signature of Observer (following conference)

(check one) ☐ Cooperating/Mentor Teacher
☐ Methods/Practicum Instructor ☐ College Supervisor
☐ Site Supervisor ☐ Other Course Instructor
☐ Other Professional Educator (please describe)

Thanks for joining us for Open House!! It meant a lot to the students to see you!!

"If you were a prince what would you wear?" ← Goal? Start with an engaging?, but does it connect to the objective?

Can you? ← Be more direct - Show me what a super sitter looks like
please sit up?

→

III A. → Should Connect to objective - "Clothing will have to reflect the culture they found to be most interesting in 3 books"

III D. → Plan time to debrief at the end
Possible ?'s to ask "What did you learn?"
"What did you like?"

- Maybe have some time to share/talk about their work

III B. very positive! Great reinforcing language!
Be sure your feedback is connected to the objective. ☺
↳ (culture)