

MODELS OF TEACHING PORTFOLIO

Submitted by

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to

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Teaching Methodology for the Professional

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**Purpose and Objective of Portfolio****EDUC 6330: Teaching Methodology for the Professional**

**Purpose:** The purpose of this portfolio is to demonstrate the use of various teaching models that have been presented in our class in a practical lesson plan format with the intent to instruct undergraduate and graduate students seeking secondary certification.

**Objective:** The specific objective of this portfolio is to demonstrate the use of various teaching models in my role as a teacher educator. The following lesson plans were designed for use in my Teaching Methodology for the Professional class at Houston Baptist University. They are intended to model instructional methods for preservice teachers, while simultaneously providing them with necessary information regarding our curriculum. Rather than using the traditional lesson plan outline, I have employed the syntax model presented in our text for each model demonstrated. In addition, I have created various other teaching tools to be utilized in conjunction with these lesson presentations.

**Model 1: Concept Attainment Model****Lesson Title:** Two- and Three-Dimensional Shapes**Targeted Grade Level:** Kindergarten**Subject:** Math**Lesson Goals:** The learner will explore and define attributes of two- and three- dimensional shapes.**Lesson Objectives:**

- K.6.A - The student will identify two-dimensional shapes, including circles, triangles, rectangles and squares.
- K.6.F - The student will identify create two-dimensional shapes.
- K.6.D - The student will identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably.
- K.6.E -The student will classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size.

**Materials/Resources Needed:**

Student math journal

Glue sticks

Pencils

Chart paper

Markers

two- and three- dimensional shape manipulatives (one set for each group)

Shape cards (two- and three- dimensional) that students can cut out and paste into their journals  
(one set per student)

Object shape cards (soccer ball, cone, pencil, crayon, pink eraser, geometric shape, etc.) that students can cut out and paste into their journals (one per student)

### **Lesson Components:**

#### **Phase 1: Teacher Presents Labeled Exemplars and Students Compare Attributes**

The teacher will first assign students to groups of three or four and give each group a basket with a square, triangle, circle, rectangle, cube, cone, sphere, and cylinder. She will show the students a two- and three- dimensional shape and how to draw a simple sorting t-chart in their math journals. Beneath one column, she will instruct the students to place an image of a square, cube, and cone (teacher models this at the board with larger chart paper and pictures).

The teacher will tell the students that they are going to use manipulatives and pictures to explore attributes of both two- and three- dimensional shapes and practice categorizing or sorting them based upon their common attributes. She will ask them to look at the different shapes in front of them and to find similarities and differences between the different shapes and talk about these in their groups.

#### **Phase 2: Students Generate and Test a Hypothesis**

After the students have had time to find and discuss common attributes, the teacher will ask the students to come up with a hypothesis as to why the shapes on the right column are grouped together and which shapes belong in the other column. Using their math notebooks, students will move the shapes into the appropriate column, demonstrating their hypothesis as to why shapes belong together. If some students are able, she will challenge them to write a word or sentence explaining the attribute by which they sorted. She will have student groups share their t-charts and hypothesis with the larger group.

**Phase 3: Students State a Definition According to Essential Attributes**

After the groups have shared their findings, students will determine what attribute was used for this particular sort. Students will record the attribute in their math journals below the t-chart as well as a brief definition of what the term means.

**Phase 4: Students Classify Additional Exemplars as Positive or Negative**

Next, the teacher will provide additional two- and three- dimensional shape pictures and this time instruct students to group the cube, square, triangle, circle, and rectangle on one side. They will ask the students to again look at the set of images and determine a different attribute by which the shapes could be sorted. Students will discuss their thoughts within their groups. The teacher then will ask students to share with the larger group their reasoning as to why these shapes have been grouped together.

**Phase 5: Teacher Confirms Hypothesis, Names Concepts, and Restates Definition**

The teacher will confirm their sort and talk about how their findings support what an attribute of an object means (students will now paste their pictures into their journal). The students and teacher will come up with a definition of what an attribute is and a list of different attributes a shape and/or object can have. These definitions will be written in their math journals and illustrated where appropriate for reference when needed.

**Phase 6: Students Generate Positive Exemplars and Describe Thoughts**

Students will use a set of pictures of various objects (soccer ball, orange traffic cone, geometric triangle, crayons, pencils, pink eraser, etc.) and will sort the objects based on a specific attribute. They will again record what attribute they used to sort their pictures in their notebooks at the bottom of the sort.

**Phase 7: Students Discuss the Role of the Hypothesis and Attributes**

The teacher will lead a whole group discussion on different attributes of objects and the ways we can use this to classify things around us. Some inquiry questions could include:

- How can we use attributes to help us understand and identify different shapes?
- Do variations in size and color affect a shape? What does affect or change a shape?
- What other types of vocabulary can we use to describe shapes? Can we identify some of the shapes in the objects around us? How does this vocabulary help us?

Students will paste their final pictures into their journal during or after the final discussion.

**Model 2: The Memory Model**

**Lesson Title:** What is your name?

**Targeted Grade Level:** Kindergarten

**Subject:** Math

**Lesson Goals:** The learner will commit to memory the names of two-dimensional shapes including circles, triangles, rectangles, and squares.

**Lesson Objectives:**

- K.6.F -The student will formulate and practice a substitute image to help them remember abstract names of the shapes to help them develop a picture in their mind.
- K.6.F - The student will create two-dimensional shapes.
- **Materials/Resources Needed:**
- Two images: one that depicts a classroom and one that has easily identifiable shapes (see examples in lesson components)
- Interactive whiteboard (to label shapes) or chart paper and marker
- Two-dimensional shape pictures to display which include square, rectangle, triangle and circle
- Two-dimensional shape pictures to glue into math journals
- Student interactive math journals
- Pencils
- Shape characters
- String and various craft supplies for students to make their own shape characters
- Crayons



**Lesson Components:**

**Phase 1: Attending to the Material**

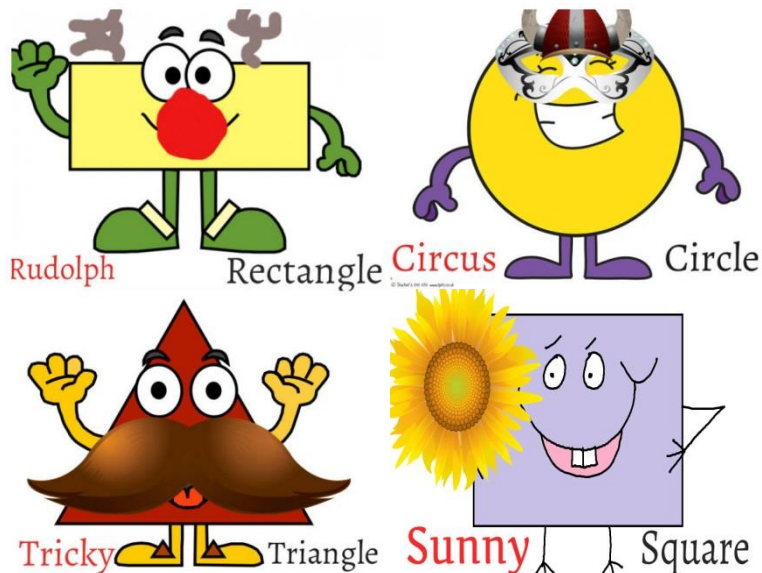
The teacher will project the following images on the whiteboard.



Next, the teacher will ask the students to think about the different shapes that they see in the picture. After they have had time to think the teacher will introduce the concept of shapes and ideas that shapes are all around us. The teacher will then use a pen to label the different shapes on the whiteboard. The teacher will then instruct the students to draw the five shapes in their journals and label each shape with their correct name.

**Phase 2: Developing Connections**

The teacher will next tell the students that she will be help them remember the names of the shapes using pictures and funny names to represent the words that they are trying to memorize (ridiculous association model). Each one of the shapes is a part of a shape circus:



The teacher will display the shape names and characters and the students will read them together. As the students say the words, the teacher will point to the specific character.

### **Phase 3: Expanding Sensory Images**

Next, the teacher will put students into groups of two or three. Each group of students will create their own silly shape characters using string, buttons and other craft materials.

### **Phase 4: Practicing Recall**

After all of the shape characters have been made, the groups will take turns saying the names of their characters while pointing to each shape. The teacher will circulate around the room, listening to each group. Once she is comfortable that students know the shape, she will ask them to return to their desks and take out their interactive math journals. She will give them each a sheet of the two-dimensional shapes that they will glue into their journals. She will then instruct them to color certain shapes a particular color. She will ask them to color the square red, the rectangle blue, the triangle green and the circle purple.

### **Image References**

The shapes were taken from google images and edited into characters using Pixlr.

**Square:** <http://goo.gl/pJ95Z1>

**Circle:** <http://goo.gl/4Ph4wm>

**Rectangle:** <http://goo.gl/3uLT8W>

**Triangle:** <http://goo.gl/E0YChP>

Images for lesson:

<http://goo.gl/7fl92O>

<http://goo.gl/CE3J3F>

**Model 3: The Inquiry Training Model**

**Lesson Title:** How are you different?

**Targeted Grade Level:** Kindergarten

**Subject:** Math

**Lesson Goals:** The learner will explore the different attributes of two-dimensional shapes which include square, rectangle, triangle and circle. This lesson would follow a previous lesson on two-dimensional shape identification and creation.

**Lesson Objectives:**

- K.6.D The student will identify attributes of two-dimensional shapes using informal and geometric language interchangeably.
- K.6.F The student will create two-dimensional shapes using a variety of materials and drawings.

**Materials/Resources Needed:**

- Chart paper
- Black marker
- Individual whiteboard/marker
- Sentence strips
- Pocket chart

**Lesson Components:**

**Phase 1: Confrontation of the Problem**

The teacher will draw each shape on chart paper with a black marker. With student assistance, the teacher will label each shape. Next, the teacher will ask the students to think about the different shapes that they see on the chart and think about how they are different and how they are the same. While they are thinking, the teacher will draw a shape secretly on a

whiteboard and turn it so that the students cannot see what she has drawn. After they have had time to think the teacher will tell the students that she has a secret shape. The students must ask her yes no questions to determine which shape that she has. She will remind them to think about how each shape looks as they are asking their questions as well as to raise their hands to ask their questions.

### **Phase 2: Data Gathering-Verification**

Students will begin asking questions of the teacher. As students ask their questions, the teacher will remind them that it must be yes or no questions and will ask them to re-think their question if it is not in the correct format. The teacher will record questions on sentence strips.

### **Phase 3: Data Gathering-Experimentation**

The students will continue to test the theory with their yes or no questions. The students, however, will have more information to work with and their questions will be based upon information learned as they begin to test out specific theories as to why they think it could be a certain shape. As students continue to question, the teacher may need to guide the questioning so that all aspects of the different attributes are being addressed.

### **Phase 4: Formulation of Rules or Explanations**

The teacher will begin to call on students to organize what they have learned so far about the mystery shape. The teacher will record this information on a separate piece of chart paper. The teacher will direct the students to look at the information they have to determine what the mystery shape is. As the student state what they think the mystery shape is, she will have them explain their theories or give supporting data as to why they think it is a particular shape. If more than one shape can be named, she will have the students re-examine the data to determine if they have missed a piece that might be the determining factor.

**Phase 5: Analysis of the Inquiry Process**

In this last step, the teacher will direct the students to their chart of questions and ask students to review their questioning. The teacher will ask the students to think about which questions helped them the most to figure out the mystery shape and which questions were not necessarily helpful (or maybe redundant) in the process and sorts the sentence strips accordingly. The idea is for the teacher to help students think about effective questioning and help them improve their questioning strategies.

**Model 4: The Inductive Thinking Model**

**Lesson Title:** Attributes of Upper and Lower Case Letters

**Targeted Grade Level:** Kindergarten

**Subject:** Reading

**Lesson Goals:** The learner will explore the defining attributes of upper and lower case letters. Students will construct data sets based upon different attributes and begin to learn individual letters and their characteristics.

**Lesson Objectives:**

- K.01.B The student will identify upper- and lower- case letters.
- K.17.A The students will form upper and lower case letters legibly using the basic conventions of print.

**Materials/Resources Needed:**

- Text: *Alphabet Rescue*
- Each group of two or three students will require a baggie of plastic magnetic letters. The teacher will create magnetic letter bags based upon a particular sort; however, the teacher will not tell the students this information. Some examples sorts can include: color, upper/lowercase pairs, have holes, have curves, have straight lines, have tails.
- Laminated sorting mat
- Wipe off marker
- Index cards

**Lesson Components:****Phase 1: Identify the Domain**

The teacher will read *Alphabet Rescue* and will guide students in discussing why it is important to learn the names of each letter in the alphabet to become successful readers. The teacher might use a big book to point out or show how hard it would be to read and understand a story if we did not know letter and letter sounds. The teacher will explain that by sorting letters, we notice things that are the same and different between the letters which can help us learn letters more successfully.

**Phase 2: Collect and Enumerate Data**

After the teacher assigns students to groups of two or three, he or she will distribute a baggie of magnetic letters, a laminated sorting mat and a wipe off marker. The students will look at and identify each letter in the baggie.

**Phase 3: Examine Data**

The teacher will then instruct the students to closely examine each letter. They should note how the letters are made, shapes they might see in the letters and any other ways in which the letters are alike.

**Phase 4: Form Concepts by Classifying**

After students have had sufficient time to explore their letters, the teacher will direct students to discuss how they could organize their letters into groups that have some of the same traits in common. The teacher will ask each group to share their categories, the letters in each and their reasoning as to why they sorted them into their specific groups. Questioning and commenting on specific sorts helps to strengthen descriptive language while drawing student attention to individual letters (**formative check**).

**Phase 5: Determine Relationships and Investigate Causal Hypotheses**

After each group has had time to think through their categorization, the teacher will ask the students to figure out what labels should be written on top of the sorting mat above each group. Next, the groups will work together to label their sorts based upon the grouping that was identified (**formative check**). Next, the teacher will ask the students to write on the sorting mat additional letters from the alphabet that would fit in each category. Each group will present their findings.

**Phase 6: Consolidate and Transfer**

Once each group has presented, the teacher will lead a group discussion on the similarities and differences between each group's labels and data sets. Finally, the teacher will present a pre-made chart displaying additional ways in which letters can be sorted. Groups will re-sort their letters into these categories and record their specific sorts at the top of their sorting mat. Next, the teacher will lead the students in a discussion based upon the different attributes that make up letters and how some letters share some of the same attributes. Students will hopefully become more engaged with letter identification and begin to notice distinct characteristics between the letters themselves.

Finally, students will create category index cards to use in the ABC center. Each group will record their category as well as two or three letter examples on their sort card to be used as a guide at the ABC center during workstation time. The teacher will also make blank index cards available to students so that individuals may record their own categories as they complete independent letter sorts at the station.



**Model 5: The Advance Organizer Model**

**Lesson Title:** Why are rules important?

**Targeted Grade Level:** Kindergarten

**Subject:** Social Studies (At School Unit)

**Lesson Goals:** Students will learn how to collect data and create a graph to represent their data to communicate their data to others.

**Lesson Objectives:**

- K.8 - The student will understand the purpose of rules.
- K.8.B - The student will identify rules that provide order, security, and safety in the home and school.
- K.9 - The student will understand the role of authority figures.
- K.8.A - The student will identify purposes for having rules.
- .K.14 - The student will apply critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.
- K.14.A - The student will obtain information about a topic using a variety of valid oral sources such as conversations, interviews.
- K.14.C - The student will sequence and categorize information.
- K.15 - The student will communicate in oral and visual forms.
- K.15.A - The student will express ideas orally based on knowledge and experiences.
- K.16 - The student will use problem-solving and decision-making skills, working independently and with others, in a variety of settings.
- K.16.A - The student will use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of a solution.

- K.16.B - The student will use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision.

**Materials/Resources Needed:**

- Chart paper/marker
- *School Rules*, by Cheri J. Meiners and Meredith Johnson
- Post it Notes
- Writing Folders

**Lesson Components:****Phase 1: Presentation of Advance Organizer**

The teacher will read *School Rules* by Cheri J Meiners and Meredith Johnson which is about three students and their classmates and how they decide on a set of rules so that the class will work well together. After talking a little about how rules are important the teacher asks the students to share some examples of rules from their pre-school classes. The teacher will then explain that they are going to talk about creating a list of rules that the students think is important to incorporate into their classroom “contract” that each child will sign and commit to following in the classroom.

The teacher will next write the following question on chart paper: “What rules are important for us to follow in this classroom so that we all can be successful learners?” He or she will explain that we will have lots of important ideas that we will all share but we will use an advance organizer called a bar graph to help identify which rules we feel are most important to be included on our list. The teacher will remind students that they have used this tool during calendar time to organize data, but it can be very useful in other subjects to help organize our thoughts and ideas.

The teacher will next display the “How we go Home” graph the students made earlier in the week. The teacher asks the students to reexamine the graph and to talk about what information the graph shows and how we read the graph to give us information that we might need to know about the different ways students go home.

The teacher will next show additional simple bar graphs such as the daily lunch count graph. With each example, the teacher will explain what information is organized in the graph and the purpose behind using the graph. After reviewing the graphs, the teacher will bring the children’s attention back to the chart paper and the original question: “What rules are important for us to follow in the classroom so that we all can be successful learners?”

### **Phase 2: Presentation of the Learning Task or Material**

After reviewing the graphs and re-stating the question, the teacher will prompt students to respond to the question. The teacher will record their responses on the chart paper. After this process has been completed, the teacher will guide the students in organizing their suggestions, making sure there are no duplicates, and that they all pertain to the classroom. The teacher will help them realize that it is important to have different rules for different areas of the school and that some rules could be the same for some areas, however, the first set of rules that are going to be decided upon are those rules that pertain to the classroom learning environment

### **Phase 3: Strengthening Cognitive Organization**

The teacher will then tape the chart onto the white board, making sure that there is plenty of room to the right of the chart for the bar graph to grow. The teacher will then give each student a post-it note. The teacher will guide the class to “vote” for the rule that they think is most important in creating a successful learning environment. The teacher will demonstrate how each person’s voice represents a piece of the bar graph and the proper place to place their post-it to represent their thoughts.

The teacher will promote active reception learning by asking students to examine the completed bar graph. The teacher will lead a discussion inviting students to explain their different ideas as to why a particular rule might be more important in their opinion versus another. For example, one student might observe that one specific rule is liked by more people than another rule and the teacher might call on different students to explain why they think it is more important.

After discussion, the teacher will guide the students to determining the top 5 or 6 rules that they think is most important. The teacher will ask different students to come up and write different parts of the rules (share the pen) on a clean piece of chart paper. After the rules are recorded, each student will sign their name on the chart indicating their commitment to making the classroom the most successful place for learning as it can be.

To wrap up, the teacher will ask students to think about assumptions or inferences that the class has made about what rules are important and why they can help students be successful at school. For example, the teacher might ask them to describe what they think are the overall reasons why rules are important for everyone and why some actions are more harmful to the classroom environment than others. Students might respond with:

“If everyone is playing around with the person beside them, no one will learn a thing!”

“If we don’t keep our hands to ourselves, someone might get really hurt.”

“If we don’t watch and listen if the teacher is talking we might not get out of the classroom if something bad was happening like a fire.”

As students are talking about their thoughts, the teacher will help to clarify their responses or make further connections as to why class rules are important. The lesson will end with students writing one rule from the “contract” that they think is most important and illustrate themselves following the rule.

**Model 6: The Scientific Inquiry Model****Lesson Title:** Plants**Targeted Grade Level:** Kindergarten**Subject:** Science**Lesson Goals:**

**Lesson Objectives:** . Students are expected to observe different kinds of plants and their parts and understand that plants depend on the Earth for their basic needs.

- K.10.B - The student will identify parts of plants such as roots, stem, and leaves.
- K.10.D - The student will observe changes that are part of a simple life cycle of a plant: seed, seedling, plant, flower, and fruit.

**Materials/Resources Needed:**

- Chart Paper
- Two plants; one healthy and one that has been stressed by lack of water, or light or soil.
- 5 small plants in pots
- Sharpie for labeling pots
- Paper/pencil for recording
- Large baggies (to restrict air to plants)
- Computer/Projector

**Lesson Components:****Phase 1: Pose Area of Investigation**

The teacher will show the students two plants. One plant will be alive and thriving (Plant A), the other plant (Plant B) will be very unhealthy. The teacher will ask the students to observe the two plants and will pose the question, “Why is this plant thriving more than this other plant?”

**Phase 2: Students Structure the Problem**

The teacher will tell the students that we will be figuring out and defining the problem or problems that are leading to plant B being so unhealthy. The teacher will then display <http://goo.gl/KdWCvU> and watch the video on what plants need. The teacher will prompt their thinking by asking questions as to what they saw. Next, the teacher will display <http://goo.gl/op0EDa> on the interactive whiteboard and helps students play a simulation game to try and grow their own virtual plant.

**Phase 2: Students Identify the Problem in the Investigation**

The teacher will ask students why they think plant B is not healthy. The teacher will pose questions connected to what they saw while they were investigating the known about plants and plant needs. Examples might be:

“I remember when we were playing the simulation, what happened when we didn’t give it enough light?”

“What was something that we saw on both web sites that plants need?”

“Did we see any differences between the two places on what they said that plants need?”

“What conclusions can we draw to help us figure out what plants need?”

“What could we do with some plants to test what we think they need?”

The teacher will record student responses on chart paper.

Next, the teacher will assist the students in carrying out the study or experiment as to why they think plant B is not healthy. The teacher will then divide the students into groups of four and each group will take one statement from the list as to why the plant did not grow successfully (no water, no sunlight, no air and no soil). In each group, one student will be the recorder, one student will be the materials manager (he/she will get all of the materials needed for the group), two students will be the planters and one student will be the recorder (he/she will

write down thoughts, questions and hypothesis for the group). The teacher will ask each group to define their assigned problem and make a hypothesis as to what will happen to their plant. Each recorder will write their hypothesis on the top of their recording sheet and write their problem on the outside of their plant pot. The teacher will ask each group to explain their rationale as to why they think their problem contributed to the fact that plant B is not well. The teacher will then ask each group of students to construct an experiment to represent their identified problem and determine where in the classroom they will place their plants based upon their specific problem. After the students have made their plants, the teacher will ask questions as to what type of plant the teacher should have. She will guide the students with questioning to help them understand the importance of a “control” plant to be able to compare the other plants as well. The teacher will construct a control plant that has access to all variables. The teacher will end this phase by asking students what they will need to do with the plants over the next five days. He/she will guide the students to understand that even if their plant has been removed from the soil and put in a different growing medium that it still will need to be watered and have access to sunlight and air. The students will revisit their plants in 5 days.

#### **Phase 4: Students Speculate on Ways to Clear Up Difficulties**

After five days, each group will put their plant on their tables for observation. Each group will share what their plant looks like in relation to the control plant as well as each other's plants. The teacher will ask questions to help students carry out the study and clarify any confusion or difficulties that might arise in making observations between the different plants.

These question could include:

“Is your plant different from the teacher plant that had access to all its needs?”

“Tell me how your plant is different form my plant?”

“Was your plant affected by the fact that it didn't have one of the pre-stated plant needs? How?”

“Which groups plants grew the best? Water group? soil group? Air group?”

“What might happen if we left them another five days?”

“If you were to plant a garden, what conditions would you want to use from each condition (light group, water group, soil group, air group)?



**Model 7: The Role-Playing Model**

**Lesson Title:** Launching Reading Workshop: Enjoying Silent Reading

**Targeted Grade Level:** Kindergarten

**Subject:** ELA

**Lesson Goals:** The learner will understand the routines of Independent Reading.

**Lesson Objectives:**

- K.11.A – Students will follow pictorial directions.
- K.11.B – Students will identify the meaning of specific signs.
- K.21.B – Students will follow oral directions that involve a short related sequence of actions.
- K.22 – Students will speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas by speaking audibly and clearly using the conventions of language.
- K.23 – Students will work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.

**Materials/Resources Needed:**

- Problem scenario (described below)
- Chart Paper/Marker
- Possibly clip art (depending on what design the teacher will use for her anchor chart)

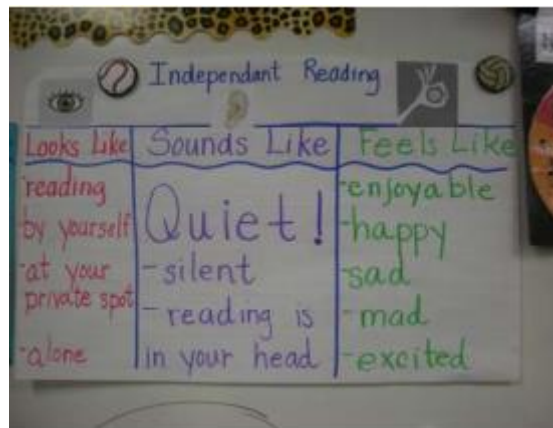
**Lesson Components:****Phase 1: Warm Up the Group**

The teacher will introduce the problem by showing the student's favorite book, *Bad Kitty*, and asking the following questions: "What did we think about this book we read yesterday? Didn't everyone think it was really funny when we read about all of the different things the cat ate? Is this a book you would like to read again by yourself? What should we do if we want to read a classroom book again by ourselves? How would you feel if you really wanted to read a book like *Bad Kitty* but other kids were running around the room or talking to one another when you were trying to concentrate on your reading? Why do you think it would be hard to read your book if it was really loud during independent reading time?"

Next, the teacher will ensure the problem is completely understood by asking the question, "Why do you think it is important that we have special rules for when we are reading independently, or by ourselves?" The teacher will then lead the students in interpreting a problem story such as the following:

*This story is about a girl named Abby. Abby loved to read books about ladybugs. One day, she found a book about ladybugs in her classroom library. She was so excited to read it because it had really cool pictures and it even showed all of the different parts of a ladybug. Abby had no idea that they had 4 wings! Abby was so excited to start reading, but Bob, another one of her classmates, would not stop talking. He kept trying to sit on her reading mat. Worse than that, he had a book about snakes and he kept making horrible hissing sounds every time he turned the page!! Abby asked him several times to please be quiet, but he just hissed louder! Abby knew that reading was thinking and you really do your best thinking when it was quiet. Abby was so frustrated and wondered if she would ever be able to read her new book about ladybugs.....*

After the teacher reads the scenario, he/she will ask the students questions to think about or predict the outcome of the story: “What do you think Abby will do? What is Abby’s problem and what could she do about it?” The students think about what good readers do and what independent reading should look like in the classroom for everyone to be good thinkers while they are reading independently. The teacher and students will create an Independent Reading anchor chart like the one below:



<https://fthttps://ftbend.d2sc.com/resource3?resourceId=8045084>

Next, the teacher will explain role playing. He or she will explain that through acting out a situation, the class will better understand how their behaviors can affect others in the classroom during independent reading time.

### **Phase 2: Select Participants**

The teacher will guide the students in analyzing the characters, specifically Abby and Bob. The teacher will have the students describe the characters, what they are like, what they do, how they feel and the different actions that they could take. They also explore how different actions affect the different characters.

After exploring the roles, the teacher will ask for volunteers to play the roles. The teacher will want to be thoughtful about his/her choices and make sure they are not stereotyping children or putting them in awkward situations. When choosing children for roles, the teacher

will find students who appear involved in the problem, those who express an attitude that needs to be explored or those students who need to work on identifying with a specific role to place them in another person's position. After adequate time has been devoted to exploring these three roles, the teacher will ask for volunteers to play each character.

### **Phase 3: Set the Stage**

The teacher will next set the stage by asking students questions about where their enactment is taking place, what it is like and what they are doing. The teacher will help the student to define a simple line of action and general setting so that students feel comfortable in the roles that they are acting out. The teacher will ask the girl playing Abby what action she would like to start with her part in order to guide them in the beginning of the enactment

### **Phase 4: Prepare the Observers**

During this phase, the students will become actively involved so that they can experience the enactment to be able to later analyze the different parts. The teacher will assign them tasks by stating specific questions for them to be thinking about as the enactment is being played out. These questions will include: "How does this remind you of current reading behavior in the classroom? If our independent reading times looked like this would you be able to enjoy and understand the books you are reading? Why or why not? How will this reenactment make you feel as someone who would be trying to read by themselves with others not following the independent reading rules on the anchor chart?" The teacher will lead the group to determine the goals that the role players are trying to accomplish as well as defining the feelings of the characters. Students also will be asked to think about whether they think the actor's actions were helpful or not and to share other ways that this enactment could be carried out.

**Phase 5: Enact**

After the teacher has prepared the observers, he/she will ask the actors to begin their role play. He/she will guide the enactment as needed until it is over. The role play will end once the behavior demonstrating not following the independent reading anchor chart rules is clear.

**Phase 6: Discuss and Evaluate**

The teacher will next guide the students in reviewing what transpired during the role play. She will ask the students to think about the events, how the characters feels and whether or not they think this could really happen in the classroom. The teacher will use turn and talk with the students. She/he will ask them to turn and share with a partner their thoughts, and then one partner will share with the group what their partner thought in regards to the enactment. The teacher will lead the class in developing the next enactment. The central question will be, "Can you describe what independent reading should look like in the classroom?"

**Phase 7: Reenact**

Revised roles will be developed based on the previous discussion. The teacher will chose new volunteers to reenact the scenario.

**Phase 8: Discuss and Evaluate**

The teacher will lead a discussion with the students about the reenactment and alternate role play. He/she along with the class will explore how it relates to how students should read independently in the classroom so that each student can think while they read.

**Phase 9: Share Experiences and Generalize**

The teacher will guide students to think about how students can use this role play when they are independently reading. He/she will ask students to share if they have had a similar experience and did they use some of the strategies that they saw in the scenario to be more successful with their work? The teacher will direct students to think about how independent

reading behavior expectations are important to follow for everyone to be successful. If students suggest additional ideas that would support a successful independent reading time, the teacher should accept all suggestions and refrain from value judgments.

**Model 7: The Role-Playing Model**

**Lesson Title:** Launching Reading Workshop: The Library

**Targeted Grade Level:** Kindergarten

**Subject:** ELA

**Lesson Goals:** The learner will understand how to maintain the organized classroom library.

**Lesson Objectives:**

- K.11.A – Students will follow pictorial directions.
- K.11.B – Students will identify the meaning of specific signs.
- K.21.B – Students will follow oral directions that involve a short related sequence of actions.
- K.22 – Students will speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas by speaking audibly and clearly using the conventions of language.
- K.23 - Students will work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.

**Materials/Resources Needed:**

- Problem scenario (described below)
- Chart Paper/Marker
- Possibly clip art (depending on what design the teacher will use for her anchor chart)

**Lesson Components:****Phase 1: Warm Up the Group**

The teacher will introduce the problem by showing a recent favorite read aloud. “What did we think about this book we read yesterday? What was one of your favorite parts of the story? Who was your favorite character? Why? Is this a book you would like to read again by yourself? Where do we go to find the books that we can read to ourselves? How would you feel if you really wanted to read this book but you could not find? Why do you think it would be hard for us to be able to read our classroom books if everyone did not put them away the right way?”

Next, the teacher will ensure the problem is completely understood by asking the question, “Why do you think it is important that we have special rules for how we organize our library as well as how we take books out and return them to the basket?” The teacher will pose the following question to the class:

*Do you remember yesterday how I had a book that I wanted to read to you but I couldn't find it? Remember how frustrated I was because I knew it was a book that you all would find really interesting and it was supposed to be in the class read aloud basket in the library and it was missing? Do you think that if I had put the book back into the right basket it would have been there when I needed it? Do you ever have trouble finding your things in your room when it is messy?*

After the teacher asks the question, he/she will ask the students questions to think about or predict the outcome of the scenario if they were the teacher: “What would you do if you had a favorite book you wanted to read and it was not in the correct book box? What was my problem yesterday? What could I do to keep it from happening? How did losing that book affect our lesson? The teacher will share with the students the way the classroom library is organized;



pointing out categories as well as the numbering system on each category. She will next show students the place where each category book is kept and where to find the coordinating category sticker on the front cover of each book. She will show them how to match the number on the sticker on the front cover of each book to the category label on the front of each basket when returning books to their baskets.

Next, the teacher will explain role playing. After reading this scenario and helping the students define and explore how to take out and return books to the library, the teacher will explain that through acting out a situation, the class will better understand how their behaviors can affect others in the classroom in regards to being able to use the classroom library successfully.

### **Phase 2: Select Participants**

The teacher will guide the students in analyzing the characters, specifically the teacher and the students. The teacher will have the students describe the characters, what they are like, what they do, how they feel and the different actions that they could take. They also explore how different actions affect the different characters.

After exploring the roles, the teacher will ask for volunteers to play the roles. The teacher will want to be thoughtful about his/her choices and to make sure they are not stereotyping children or putting them in awkward situations. When choosing children for roles, teachers will find students who appear involved in the problem, those who express an attitude that needs to be explored or those students who need to work on identifying with a specific role to place them in another person's position. After adequate time has been devoted to exploring these three roles, the teacher will ask for volunteers to play each character.

**Phase 3: Set the Stage**

The teacher will next set the stage by asking students questions about where their enactment is taking place, what it is like and what they are doing. The teacher will help the student to define a simple line of action and general setting so that students feel comfortable in the roles that they are acting out. The teacher will ask the girl playing the teacher what action she would like to start with her part in order to guide them in the beginning of the enactment.

**Phase 4: Prepare the Observers**

During this phase, the students will become actively involved so that they can experience the enactment to be able to later analyze the different parts. The teacher will assign them tasks by stating specific questions for them to be thinking about as the enactment is being played out. These questions will include: “How does this remind you of how we have been taking care of our classroom library? If everyone took the time to put the books back into the correct bins, would it be easier for all students to find the books that they want to read? Why or why not? How will this reenactment make you feel as a reader who takes care of the classroom library but you see others just throw the books in whatever baskets they find so that you cannot find the types of books that you want to read?” The teacher will lead the group to determine the goals that the role players are trying to accomplish as well as defining the feelings of the characters. Students also will be asked to think about whether they think the actors’ actions were helpful or not and to share other ways that this enactment could be carried out.

**Phase 5: Enact**

After the teacher has prepared the observers, he/she will ask the actors to begin their role play. He/she will guide the enactment as needed until it is over. The role play will end once the behavior demonstrating not following the rules on how to take out and put up books is clear.

**Phase 6: Discuss and Evaluate**

The teacher will next guide the students in reviewing what transpired during the role play. She will ask the students to think about the events, how the characters feels and whether or not they think this could really happen in the classroom. The teacher will use turn and talk with the students. She/he will ask questions to guide their thinking, ask them to turn and share with a partner, and then one partner share what their partner thought in regards to the enactment. The teacher will use student discussion to lead the class in developing the next enactment. The central question will be, “Can you describe how we should take care of our classroom library?”

**Phase 7: Reenact**

Revised roles will be developed based on the previous discussion. The teacher will chose new volunteers to reenact the scenario.

**Phase 8: Discuss and Evaluate**

The teacher will lead a discussion with the students about the reenactment and alternate role play. He/she along with the class will explore how it relates to how students should take care of the classroom library so that each student can have access to the materials.

**Phase 9: Share Experiences and Generalize**

The teacher will guide students to think about how students can use this role play when they are taking out and putting away their books. He/she will ask students to share if they have had a similar experience and did they use some of the strategies that they saw in the scenario to be more successful with their work? The teacher will direct students to think about how library organization expectations are important to follow for everyone to be successful. If students suggest additional ideas that would support a successful independent reading time, the teacher should accept all suggestions and refrain from value judgments.

**Model 8: The Picture Word Inductive Model**

**Lesson Title:** Winter Celebrations Around the World: Hanukah

**Targeted Grade Level:** Kindergarten

**Subject:** Social Studies

**Lesson Goals:** The learner will explore different family customs and traditions. Specifically, learners will discover different winter celebrations around the world. The students will learn that there are many different types of cultures in the world, and while they may seem different from us, we need to be understanding and respectful of those differences.

**Lesson Objectives:**

- K.12 - The student will understand the importance of family customs and traditions.
- K.12.A - The student will describe and explain the importance of family customs and traditions.
- K.11 - The student will understand similarities and differences among people.
- K.11.A - The student will identify similarities and differences among people such as kinship, laws, and religion.
- K.11.B - The student will identify similarities and differences among people such as music, clothing, and food.
- K.12.B - The student will compare family customs and traditions
- K.14 - The student will apply critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.
- K.14.A - The student will obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music.
- K.14.B - The student will obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts; and

- K.14.C - The student will sequence and categorize information.
- K.15 - The student will communicate in oral and visual forms.
- K.15.A - The student will express ideas orally based on knowledge and experiences.
- K.15.B - The student will create and interpret visuals including pictures and maps.
- K.16 - The student will use problem-solving and decision-making skills, working independently and with others, in a variety of settings.
- K.16.A - The student will use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.
- K.16.B - The student will use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision.

**Materials Needed:**

- A picture of a family celebrating Hanukah. An example of one such picture can be found at the end of this lesson. The picture must be shown so that the entire class can see it. It also needs to be pasted to a piece of chart paper so that the teacher can write words around the image.
- Pocket chart
- Sentence strips
- Chart marker
- Writing paper and pencils for student response

**Lesson Components:****1. Look at the picture.**

The teacher will ask that the students look at the picture of the family celebrating Hanukah. She will instruct the students that they will need to find a comfortable place where they are not distracted as the class will be looking closely at the image and the different things that they see in the image.

**2. What do you see?**

The teacher will then instruct the students to share items that they see in the picture.

**3. Label the items in the picture.**

As students say items in the picture, the teacher will draw a line from the item mentioned to the blank area around the picture and then will label the item with the word suggested by the student. After the word is written, the teacher will say the word aloud, spell the word and then ask the students to join in with her saying and spelling the word in unison.

**4. Read the labels aloud.**

After the class has spent enough time labeling the different items they see, the teacher will lead the students in reading all of the words surrounding the picture. The students and the teacher will read the words in unison.

**5. Group the terms into categories.**

Next, the teacher will ask students to think about how we could group the different words that they have identified into categories. The teacher will create the labels and write them on sentence strips and place them in a pocket chart. The teacher will then ask children to think about which items would fit into which categories and the teacher will record each item on a sentence strip and place them under the appropriate category on the pocket chart.

**6. Say, spell, say the words.**

After all of the items have been put in the appropriate categories, the teacher will lead the students again in saying, spelling and saying each item.

**7. Add to the lists.**

Next, the teacher will ask students to think about additional items that could be added to the list that are not in the picture. For example, if students have formulated a list of holiday traditions, a student might suggest that the word “latkes” be added to that category.

**8. Think of a title.**

After students have had time to think about and add additional words to the list, the teachers will ask the students to think about a title for their picture that tells the reader what is going on in the image. The teacher will write the title that the class determines appropriate above the picture.

**9. Write a sentence.**

After the title has been written, the teacher will ask students to share a sentence that describes the picture. He/She will give some time for students to think, and then she will call on students to share their sentences and will record those sentences underneath the picture.

**10. Read the sentences aloud.**

After all of the sentences are written, the teacher will lead the class in reading each of the sentences written below the picture chorally.

**11. What can you infer from this picture?**

The teacher will then explain what “inference” is to the students. She will explain that when we “infer,” we are coming up with a “conclusion” or “idea based upon what we have either read or what we see.” She will lead the students in a discussion highlighting the different inferences they might be able to make from the picture. The teacher will record these inferences on a separate piece of chart paper that is titled inferences, and hung to the right of the picture.

**12. Write and illustrate a sentence about the picture.**

As a final step, students will be given time to construct an illustration and a sentence about the picture. Students will share their work with the group after they have completed their illustrations and writing. The chart will remain hanging in the classroom so that as the class progresses through the unit regarding winter celebrations around the world, students may refer back to this example of Hanukkah and compare and contrast with other holiday that are study.



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**Model 9: The Group Investigation Model****Lesson Title:** Seasons**Targeted Grade Level:** Kindergarten**Subject:** Science

**Lesson Goals:** Students will learn that there are four seasons in a year that occur such as winter, spring, summer, and fall and identify simple events that occur during each season: summer-swim, winter-snows, spring-flowers bloom, and fall-leaves fall off of trees.

**Lesson Objectives:**

- K.8.B - The student will identify events that have repeating patterns, including seasons of the year and day and night.
- K.8.B - The student will identify events that have repeating patterns, including seasons of the year and day and night.
- K.8.B - The student will identify events that have repeating patterns, including seasons of the year and day and night.

**Materials/Resources Needed:**

- Two groups of four students will require at least four/five books about seasons. The school librarian can pull resources from the library prior to the start of the project.
- Two groups of four students will require internet access through student computers. The instructor will need to pre-load four to five kid friendly/appropriate websites to explore the seasons.
- Pencils, marker, and crayons or colored pencils
- The teacher should cut out a huge circle out of butcher paper and then cut it into four separate pieces (like four pieces of a pie). Each group will get one piece of the circle.

- Tape or magnets to hang the finished season circle on a whiteboard or classroom wall for display.

### **Lesson Components:**

#### **Phase 1: Encounter Puzzling Situation**

The teacher will grasp the students' attention and introduce the lesson through dressing up in clothes that are totally opposite from what the current season is (for example if it is August/September, the teacher will dress in a winter hat, boots, gloves and coat.) She will ask the students to give her a thumbs up or a thumbs down as to whether she is ready to go outside and play. Once the kids respond, she will pull out another unlikely outfit (rain gear for example or a scarf and long sleeve shirt) and again ask the kids if she is ready to go outside.

#### **Phase 2: Explore Reactions to the Situation**

After getting student feedback, the teacher will ask several questions to the students, such as the following:

“Is it important to know what kind of weather it is outside?”

“Is the weather the same all of the time?”

“Does the weather repeat itself every year?”

“Are we able to do the same types of activities all year long?”

“Where could we look to find out more about seasons?”

The teacher will guide students through the discussion. He/She will record notes on chart paper of their thoughts and will post them on the board for students to reference throughout the project.

#### **Phase 3: Formulate Study Task and Organize for Study**

After looking at the list of notes, the teacher will guide the students in defining the problem. The problem statement could be:

*Your mission is to use the internet and other classroom resources to examine and learn more about the four seasons: summer, fall, winter and spring. You will identify repeating patterns in the seasons as well as learn simple activities that occur during each season. You will also identify weather patterns as well as identify what specific types of clothes you would want to wear in each season.*

After the problem has been defined, the teacher will divide the students into groups of four. Each group will take one season. The teacher will divide a large circle that is pre-made out of butcher paper into four segments. Each group will get one segment. The teacher may designate certain students to fulfill particular roles if he/she feels that is appropriate for their specific groups.

*Group 1:*

*Your objective is to locate as much information as possible about winter. You will use book basket 1 as your guide. Your group will look for the weather patterns, different activities that you can do during winter as well as what it looks like in Texas in the winter. You will use markers, crayons and colored pencils to illustrate these onto your paper.*

*Job Description 2:*

*Your objective is to locate as much information as possible about spring. You will use book basket 2 as your resources. Your group will look for the weather patterns, different activities that you can do during spring as well as what it looks like in Texas in the spring. You will use markers, crayons and colored pencils to illustrate these onto your paper.*

*Job Description 3:*

*Your objective is to locate as much information as possible about summer. You will use book computer station 1. On the desktop, I have put a folder called seasons 1. Please use the websites in that folder to learn more about your season. Your group will look for the*

*weather patterns, different activities that you can do during summer as well as what it looks like in Texas in the summer. You will use markers, crayons and colored pencils to illustrate these onto your paper.*

*Job Description 4:*

*Your objective is to locate as much information as possible about fall. You will use book computer station 2. On the desktop, I have put a folder called seasons 2. Please use the websites in that folder to learn more about your season. Your group will look for the weather patterns, different activities that you can do during fall as well as what it looks like in Texas in the fall. You will use markers, crayons and colored pencils to illustrate these onto your paper.*

In this phase, the teacher will explain the timeline, how long the groups will work on information gathering, and how much time students will work on illustrating what they have learned. The teacher will instruct the children to look at their resources and will share with them a specific sound or bell that he/she will ring when it is time to start the illustration part of the project. The teacher also will share with students the grading rubric that she will be using for the project. She will show them that she will not only be looking at their illustrations but also will be grading them on how well they work on the project together. The rubric will be simple and straightforward given the age of the students.

**Phase 4: Independent and Group Study**

The teacher will give the students time to gather and determine where they will be working and which materials will be used by which students. If students are sharing a computer, they will determine who these partners will be. After they have organized themselves, the students will begin their research using their materials and then begin illustrations when the

teacher indicates it is time to illustrate. The teacher will be actively monitoring group progress and learning at intervals determined by the teacher.

#### **Phase 5: Analyze Progress and Process**

After sufficient time has been given to students to complete their piece, the teacher will evaluate their pieces in regards to their original purpose. The groups will come together and put their pieces together to form a seasons circle that accurately reflects their order and the weather patterns that they would expect to see throughout the year. They will post their circle where all students can see and the teacher will lead a discussion to decide whether or not their pieces are accurate. After this analysis has taken place, the groups will take turns sharing with the group important information with the class regarding the different characteristics found in the different seasons. After all groups have presented, students will return their pieces to the front of the room and assemble the pieces into a large seasons circle that will remain displayed in the classroom for student reference.

#### **Phase 6: Recycle the Activity**

The teacher will take advantage of the research, recording and presentation skills learned from this activity and will present the students with a new problem to investigate. The teacher will ask students to determine why it would be important to know seasonal information to make choices in clothing, activities, and transportation.