

Lesson #1

Name: Claire Huntley

Due Date: January 26, 2016

Practicum Teacher: Mrs. Eckerty

Lesson Topic: Story Structure

Email: cmhuntley@bsu.edu

Minutes

Phone: (317) 364-8026

EDEL 350 Section 20G

Teach Date: February 2nd

Grade Level: 1st

Subject: Language Arts

Whole Group: 30-45

IN State Standard(s) and State Indicator(s):

Language Arts

1.RL.1 Core Standard: With support, read and comprehend literature that is grade level appropriate.

1.RL.2.1 Ask and answer questions about main idea and key details in a text.

1.RL.2.2 Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of the central message or lesson.

Lesson Objective(s):

Students will **create** the elements of a fairy tale including: setting, character, magical concepts, and main lesson into a small fairy tale of their own.

Materials/Media:

Plush Dragon,

Wand,

Chart Paper,

Jack and the Beanstalk,

Markers,

Little Red Riding Hood,

Note-cards,

Expo Markers,

Empty Paper Booklets

Motivation:

One Wish: Using our dragon, I will ask the students what's one wish they would all love to have granted? I'll pass around the dragon as a way for the students to take turns and listen to everyone's wish. Once every student has gone, I will introduce our first fairy tale for the unit. I will explain that the main element of fairy tales is magic, which is the topic of the day's lesson.

Rationale:

"Today we will learn the elements of a fairy tale and at the end of the class you will be able to construct your own fairy tale parts"

Teach:

I will begin the lesson by reading *Jack and the Beanstalk*. Afterward, I will bring out our chart paper that shows all four elements: setting, characters, magical

concept, and main theme. As a whole, we will review the book and fill in accordingly. The main setting is Jack's farm, and the Giant's house. The characters include Jack, his mother, the giant, and his wife. The magical concept are the beans that grow the stalk. The main theme is good and bad. During the teaching, I will have the students help so I can check for understanding; we will fill out the chart together. Once finished, the graphic organizer will be displayed on the whiteboard through the activity.

Check for Understanding:

What was one of the settings?

Can you name one of the characters we meet?

Other than the beans, what else is magical within the story?

Activity Procedure:

Put students into 4 groups. They all will read *Little Red Riding Hood*. Each group will be given a fairy tale element that they will demonstrate to the rest of the class. Once they have either acted it out, described it, or drawn it on the board, the rest of the class will say which one they are depicting. They will fill out their own chart similar to the one on the board when guessing.

Check for Understanding:

Did your group find the element within the reading?

What does the setting do for the story?

What makes a fairy tale different than other stories?

Who are the characters in *Little Red Riding Hood*?

What is the main message we get out of this fairy tale?

Evaluation of Student Learning:

Students will show their understanding of the basic fairy tale elements by creating their own mini-story. Students will receive an empty booklet that contains six pages. They must have a story that includes a setting, character, magical ability or element, and a main lesson. Each page within their fairy tale should have a picture and one sentence.

Instructions	Needs Help	Emerging	Mastery
Students will include the elements of a fairy tale within their stories.	Two or less elements are included within the fairy tale	Three elements are included within the fairy tale	All four elements are included within the fairy tale
The elements are used appropriately and fit into the story	Fairy tale doesn't have a flow and isn't clear in content.	Fairy tale has some flow and is mostly clear in content.	Fairy tale flows and makes clear sense.

Students will create their own fairy tales. They must include the elements of a fairy tale, appeal to the five senses, use antonyms and synonyms, and illustrate on each page of their story.

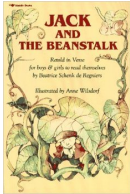
Review:

What are the elements of a fairy tale?

What does the main lesson really show us in a fairy tale?

Are these elements always in fairy tales?

Annotated Bibliography
Informational



Schenk de Regniers, Beatrice. (1985). *Jack and The Beanstalk*. Canada: Collier MacMillan Canada Inc.

This book retells a story in verse of a boy who climbed a beanstalk, escaped a giant's wrath, and won a fortune, (Book will be modified for age appropriateness).

Perrault, Charles. (1697). *Little Red Riding Hood*. Retrieved from <http://www.pitt.edu/~dash/perrault02.html>

This version is the base for what I used to make a revised, and shorter story of *Little Red Riding Hood* for the activity. I made mine into a paper book form and cited this on the book as well.

Instructional

King, J. (1995). *Thematic unit: fairy tales*. Huntington Beach, CA: Teacher Created Materials, Inc.

This book has literature-based activities and assignments that are aimed at teaching fairy tales. This is where I got my booklet structure for the children's stories.

Schaffer, Frank. (1989). *Fairy Tale Sequencing: Grades K-1*. Columbus, OH: Frank Schaffer Publications Inc.

This book contains literature-based stories and structure worksheets that are aimed at teaching fairy tales. This is where I got my idea and structure for the chart they use during the activity.

Lesson #2**Name:** Hannah Wiley**Due Date:** January 26, 2016**Practicum Teacher:** Mrs. Eckerty**Lesson Topic:** Growing a Beanstalk**Email:** hewiley@bsu.edu**Phone:** (765) 881-0285**EDEL 350 Section 20G****Teaching Date:** February 2, 2016**Grade Level:** 1st**Subject:** Life Science**Whole Group:** 30-40 minutes**IN State Standard(s) and State Indicator(s):**

Language Arts

1.RL.1 Core Standard: With support, read and comprehend literature that is grade level appropriate

Science

3 Core Standard : Observe, ask questions about and describe how organisms change their forms and behaviors during their life cycles.

1.3.3 Observe and explain that plants and animals have basic needs for growth and survival: Plants need to take in water and need light, and animals need to take in water and food and have a way to dispose of waste.

Lesson Objective(s):

Students **construct** a beanstalk, and then be able to observe and chart the growth of a plant from seed to adult.

Materials/Media:

Styrofoam cups

Soil

Castle on a stick

Lima bean seeds

Watering can

Masking tape

Jack's Beanstalk Booklet

Paper towel

Jack and the Beanstalk (the book)**Motivation:**

For the motivation I am going to reread the story *Jack and the Beanstalk*, and pose the question "What do we need to be able to grow our own beanstalks? What kinds of things do you think the beanstalk will need in order to grow?"

Rationale for the Lesson:

"Today we are going to construct our own beanstalks just like Jack! By the end of the lesson you will be able to label all the parts of the beanstalks and make observations each week to see the changes over time."

Teach:

Once the book *Jack and the Beanstalk* has been reviewed, we will observe what Jack did in order to make the plant grow. Refer to a pre drawn bean plant on the board that has roots, leaves, and a long stem. We will use sticky notes to label each part. The roots are located at the bottom of the plant, and hidden under the soil. The leaves are located along the stem and are shaped like rain drops. The stem is what holds the leaves and is what gives the plant its height. There are three basic needs for all bean plants, which is water, sunlight, and soil. As a class, we will label the parts of the drawn bean plant using sticky notes as well, and discuss what we, as humans, need in order to survive and the differences between plants and humans.

Check for Understanding:

- What does a plant need in order to grow?
- How important is sunlight to a plant's growth?
- How often should a plant be watered?

Activities Procedures:

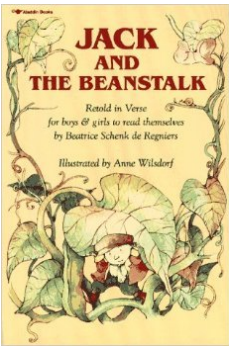
- Students will begin their baby plants by obtaining a plastic bag, damp paper towel, and lima bean. First, the students will place the lima bean in between the bag and damp paper towel, and then tape the bag to the window. Once the lima bean begins to sprout, they will place their castle sticks in a Styrofoam cup filled with soil, making sure not to puncture lima bean seed. Finally, they will place the planted beanstalk by a warm, sunny window.
- Have students make a Jack's Magic Beanstalk Book. Write their name at the top, and flip the booklet to Day 1. They will then draw a line down the middle of the page. On the right side they will draw a picture of what the lima bean looks like that day, and on the left they will write observations. Students will keep a weekly growth log by making sketches or written descriptions in their Magic Beanstalk Booklets and by measuring the stem lengths. To show the importance of sunlight, I will place a separate beanstalk cup in a dark area that has little to no exposure to the sun.
- Measure the seedlings to see how much they grow after one week, two weeks, three weeks, and so on. Make sure that once the stem is long enough, it is secured to the castle stick so that it learns to grow around the stick.

Evaluation of Student Learning:

Instructions:	Needs Help:	Emerging:	Mastery:
Students will label the three basic structures of a bean plant: roots, leaves and stem	Only one or zero of the structures are labeled correctly.	Two of the structures are labeled correctly.	All of the three structures are labeled correctly.
Students will label the three basic needs of a bean plant: Sun, water, and soil	Only one or zero of the structures are labeled correctly.	Two of the basic needs are labeled correctly.	All of the three basic needs are labeled correctly.

Review:

- What are the three basic needs of a bean plant?
- What are the three basic structures of a bean plant?
- What do plants and humans have in common and what makes them different?
- What kinds of plants do you have at home that are similar to our bean plants?
- What foods do we eat that have beans in them?

**Annotated Bibliography:
Informational:**

Schenk de Regniers, Beatrice. (1985). *Jack and The Beanstalk*. Canada: Collier MacMillan Canada Inc.

This is the book retells in verse the old tale of the boy who climbed a beanstalk, escaped a giant's wrath, and won a fortune, (Book will be modified for age appropriateness).

Smart Learning For All. (2016). *Parts of a plant / videos for kids*. Retrieved from

<https://www.youtube.com/watch?v=X6TLFZUC9gI>

This YouTube video shows what structures are on a plant, where they belong, and how they work.

Instructional:

King, J. (1995). *Thematic unit: fairy tales*. Huntington Beach, CA: Teacher Created Materials, Inc.

This book gives literature-based activities and assignments that are aimed at teaching fairy tales. It helped my form the steps and overall process of constructing a bean plant and making an observation booklet for each student on pages 50-52.

Marvin, D. (2014). *Lima bean time lapse*. Retrieved from

<https://www.youtube.com/watch?v=Z-iPp6yn0hw>

This YouTube video shows a time lapsed lima bean growing. This is a great way to show how a bean stalk can grow over time, but with a shorter amount of time.

Lesson #3
20G

Name: Hannah Wiley
February 23rd

Due Date: January 26, 2016

Practicum Teacher: Mrs. Eckerty
Arts

Lesson Topic: Our Five Senses
45 minutes

Email: hewiley@bsu.edu

Phone: (765) 881-0285

EDEL 350 Section

Teaching Date:

Grade Level: 1st

Subject: Language

Whole Group:

IN State Standard(s) and State Indicator(s):

Language Arts

1.RL.1 Core Standard: With support, read and comprehend literature that is grade level appropriate

1.RV.3.1 Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).

Lesson Objective(s):

Students will **differentiate** key words or phrases in a story that appeal to the senses (touch, hearing, sight, taste, smell)

Materials/Media:

Picture of Hansel
Five Senses Notecards
Sentences
Hansel and Gretel

Motivation:

For the motivation I am going to read and introduce the story *Hansel and Gretel*, and pose the questions "Are there any parts of this story that appeal to our five senses?" "What are our senses?" and "Can you identify at least one phrase for each of the five senses?"

Rationale for the Lesson:

"Today we are going to learn about how the book *Hansel and Gretel* appeals to all five of our senses! By the end of the lesson you will be able to see how the book has touch, sound, sight, taste, and smell."

Teach:

I will open the lesson by reading and introducing the fairy tale *Hansel and Gretel*. Once it has been read through once, I will discuss with the class what our five senses are. Touch is when we use our hands to feel textures. Sound is when we use our ears to hear different noises. Sight is when we use our eyes to look at different people, surroundings, and objects. Taste is when we use our tongue to taste

different flavors. Smell is when we use our nose to smell different odors. At the front of the classroom I will place under the projector a hand drawn picture of Hansel, and on him there will be five fill-in-the-blanks where we as a class will fill in where all five of Hansel's senses are. When that is finished, we will play a quick game where I read a sentence or passage from the book *Hansel and Gretel* or that I created and around the room there will be five notecards with a sense on each. When I finish reading the sentence or passage, the students will have to decide what it's talking about and walk to that notecard.

Check for Understanding:

What are our five senses?

How can we use our senses when reading the book *Hansel and Gretel*?

What is the difference between sight and sound?

Can you show me where you on your body do you use all five of your senses?

Activities Procedures:

- We will play a quick game where I read a sentence or passage from the book *Hansel and Gretel* or that I created and around the room there will be five notecards with a sense on each.
- When I finish reading the sentence or passage, the students will have to decide what it's talking about and walk to that notecard.
- When they come back to their seats, they write in their journal five sentences. They must write one sentence for each of the five senses.

Evaluation of Student Learning:

Instructions:	Needs Help:	Emerging:	Mastery:
Write in their booklets one sentence for each of the five senses. (Hear, smell, touch, taste, sight)	Their sentences don't match up with the correct sense and they only have 1 to 2 sentences complete.	All five sentences are made, but 1 or 2 connections don't match the right sense.	All five sentences are present and they used the connected their adventure with the right sense.

Review:

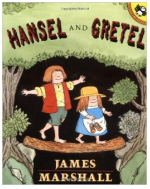
What are our five senses?

How are they different from one another?

Where on our bodies do we use each sensory?

Where in *Hansel and Gretel* did we use each sensory?

Annotated Bibliography:
Informational:



Marshall, J. (1994). *Hansel and gretel*. New York, New York: Puffin Books
This is the piece of literature we will be studying. It has great illustration and a very conservative story line that can still help introduce confusing topics such as poverty for class discussions.

(2014, November 11). *The five senses song*.

Retrieved from <https://www.youtube.com/watch?v=iA1uLc1uEbI>

Incase the students are having trouble differentiating their five senses I can show this video. It has a catchy song and dance moves to help the students learn through movement and song.

Instructional:



King, J. (1995). *Thematic unit: fairy tales*. Huntington Beach, CA: Teacher Created Materials, Inc.

This booklet gives additional resources for extra time.

Lesson #4**Name:** Claire Huntley**Due Date:** February 4th, 2016**Practicum Teacher:** Mrs. Eckerty**Lesson Topic:** Bar Graphs**Email:** cmhuntley@bsu.edu**Phone:** (317) 364-8026**EDEL 350 Section 20G****Teach Date:** February 18, 2016**Grade Level:** 1st**Subject:** Language Arts/Mathematics**Whole Group:** 30-45 Minutes**IN State Standard(s) and State Indicator(s):**

Language Arts:

1.RL.1 Core Standard: With support, read and comprehend literature that is grade level appropriate.

1.DA.1 Organize and interpret data with up to three choices (What is your favorite fruit? apples, bananas, oranges); ask and answer questions about the total number of data points, how many in each choice, and how many more less in one choice compared to another.

Lesson Objective(s):

Students will **construct** and **critique** their own bar graphs to others.

Materials/Media:*Hansel and Gretel*

Poster paper

Construction paper

Tape

Motivation:

I will start a class conversation over everyone's favorites. We will talk pizza, ice cream flavors, and fruit. Once every one shared a bit and we have heard a variety of answers, I will explain why it's important to have options! With these options we can see if one is overall liked by most or if one doesn't have as many fans! This will lead to my opening statement and the goal for the learner!

Rationale:

"Today we will be learning the construction of a bar graph and how to understand it. By the end of the class you will be making your own!"

Teach:

As a whole, the class will review the story *Hansel and Gretel*. I will make sure we focus on the witch's house! We will look at three types of candy on the house and count how many of each type are present. We will use these numbers for our bar graph. I will explain there are two lines that are the base of the graph. We will then discuss the labeling of the types of candy on the bottom and the numbering on the

side. We will use the totals to make our bars. After constructing the graph we will discuss our results and the importance of reading a graph.

Check for Understanding:

How can we read the amount of the types of candy from the witch's house?

What can we tell about the differences in candy?

Why do you think this is information we need to know?

Activity Procedure:

- Once the children have learned the basics of the bar graph, the students will be put into groups to do their own polls on their favorite candy bar. They will have three choices and will tally up their totals. The groups will make the graph together and label the sides and title.

Check for Understanding:

What are the sides labeled with?

What candy bar in your group had the most votes?

Evaluation of Student Learning:

Once the students constructed the graph, they will individually put down the bars of information. Underneath the graph they will write two sentences explaining what they can tell from their graph and the differences in the amounts.

Instructions	Needs Help	Emerging	Mastery
Includes the 3 elements within the bar graph. (Title, Sides, Bars)	Included one or none of the elements	Included two of the elements	Included three of the elements
Writes 2 sentences over the graph	Didn't write any information	Reflection didn't describe the graph	Reflection gave a good description of the graph

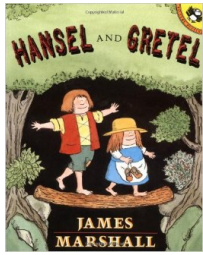
Review:

Why are bar graphs important?

What things can we discover with the information bar graphs give?

Annotated Bibliography

Informational



Marshall, J. (1994). *Hansel and gretel*. New York, New York: Puffin Books

This book is the portion for the fairy tale element and gives us the base for our bar graph together as a class.

Instructional

First grade math bar graph. (2012, November, 4th). Retrieved from

<http://exchange.smarttech.com/details.html?id=53a310fc-d9d0-401f-88b5-134f0f36fe06>

This website's picture helped create questions for CFUs. This website is a teacher forum where professionals can share ideas and projects.

Lesson #5

Name: Claire Huntley

Due Date: February 11th, 2016

Practicum Teacher: Mrs. Eckerty

Lesson Topic: Synonyms and Antonyms

Email: cmhuntley@bsu.edu

Phone: (317) 364-8026

EDEL 350 Section 20G

Teach Date: March 1, 2016

Grade Level: 1st

Subject: Language Arts

Whole Group: 30-45 Minutes

IN State Standard(s) and State Indicators:

Language Arts

1.RL.1 With support read and comprehend literature that is grade-level appropriate.

1.RV.2.2 Define and sort words into categories (e.g., antonyms, living things, synonyms).

1.RL.2.3 Using key details identify and describe the elements of plot, character, and setting

Lesson Objective(s):

Students will ***distinguish*** the differences between synonyms and antonyms throughout a fairy tale.

Materials/Media:

Goldilocks and the Three Bears

T-Chart Paper

Computer

Writing Log Assessment

Motivation:

I will be singing a song that includes words that are alike and words that are opposite. It will be a fun rap and sometimes I will have them finish the line. After the song is finished, we will discuss why we are rapping with similar and opposite topics. This will be the way I introduce synonyms and antonyms.

Rationale:

"Today, we will learn about synonyms and antonyms, and at the end of class we will add them into our writing!"

Teach:

I will read *Goldilocks and the Three Bears* and we will review our elements of a fair tale during. Once finished, I will bring out the T-Chart. We will focus on the porridge, chair, and bed and then focus on sizes small and large. These words will be branched off into synonyms and antonyms on different T-Charts. We will go through and add one for each object and size. After the T-Chart is done, we will keep it up on the whiteboard for our activity.

Check for Understanding:

What are synonyms again?

What are antonyms?

What is the importance of these reading and writing tools?

Activity Procedure:

The children will be put into two groups for S&N Jeopardy. The topics will be revolved around items that can have a similar word or completely opposite meaning. Just like Jeopardy, we will see what group wins and discuss specific answers if wrong. This is a perfect way to understand and review before the assessment.

Check for Understanding:

For an extra point, can you name a synonym for this antonym answer too?

What is another synonym they could have used for an answer?

Could you use these to enhance your writing projects?

Evaluation of Student Learning:

Once the students finish jeopardy, back at their seats they will receive their writing log assessment. It will be from different fairy tales. There will be four sentences that contain an underlined word. That word will have a synonym and antonym in the word bank that matches. Each student will match the correct S&N for each sentence. For higher-level thinkers, I will have them create the sentences and word bank back to me instead of filling in blanks.

Instructions	Needs Help	Emerging	Mastery
Four sentences with two responses: one synonym and antonym.	Four or less correct responses.	5-6 correct responses.	7-8 correct responses.

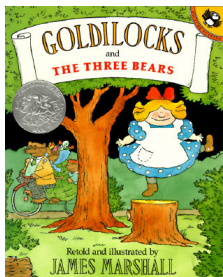
Review:

What do we use synonyms and antonyms for?

How do they enhance our writing?

Annotated Bibliography:**Informational**

Marshall, J. (1998). *Goldilocks and the three bears*. New York, New York: Puffin Books



This book is a portion of the fairy tale element and to help with synonyms and antonyms. It gives us the base for our assessment as well.

Printout t-chart. (2016). Retrieved from
<http://www.readwritethink.org/classroom-resources/printouts/chart-30225.html>

This gave me an idea of how I wanted to form my synonym and antonym t-charts. This website has many helpful pintables and instructions.

Instructional

Antonyms and synonyms- word lists, activities, and worksheets. (n.d.).

Retrieved from <http://freelanguagestuff.com/antonyms-and-synonyms/>

I need ideas for the jeopardy sections and this website gave many examples that fit into my categories.

Synonym, Antonym, and Homophone Song (Video File). Retrieved from
<https://www.youtube.com/watch?v=pRuTzsTSs2s>

This helped with my rapping and rhyming song and helped with the beat to make my own!

Lesson #6**Name:** Hannah Wiley**Due Date:** February 11, 2016**Practicum Teacher:** Mrs. Eckerty**Lesson Topic:** Adding Whole Numbers to Twenty**Email:** hewiley@bsu.edu**Phone:** (765) 881-0285**EDEL 350 Section 20G****Teaching Date:** March 3, 2016**Grade Level:** 1st**Subject:** Mathematics**Whole Group:** 45 Minutes**IN State Standard(s) and State Indicator(s):**

Language Arts

1.RL.1 With support, read and comprehend literature that is grade-level appropriate.

Mathematics

1.CA.4 Solve real-world problems that call for addition of three whole numbers whose sum is within 20 (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).

Lesson Objective(s):Students will *calculate* world problems with at least three whole numbers that add up to evenly to twenty .**Materials/Media:**The Book *Goldilocks and the Three Bears* by James Marshall

Expo Marker

This Math is *Just Right* Worksheet

Three crayons: Red, Blue, and Green

Motivation:

For the motivation I am going to reread the book *Goldilocks and the Three Bears*. Then I will pose the question "What if Goldilocks had noticed that on Baby Bear's bed there were 5 pillows, on Mama Bear's bed there were 7 pillows, and on Papa Bear's bed there were 8 pillows? Can you tell me how many pillows there were in total?" They will eventually calculate it up to 20 and we will then explore multiple ways to get to 20 even when we are missing parts of the equation.

Rationale for the Lesson:

"Today we are going to learn how to help Goldilocks figure out some math problems before the Bear find out she has been snooping in their house again!

Teach:

Once the book *Goldilocks and the Three Bears* has been reread, we will observe the different objects that played an important roles in the story. For example, the porridge bowls, bed pillows, and rocking chairs. Next I will create a random story problem based on two volunteers in the class giving me random numbers less than or equal to 10. For example, one student says the number 8 and

another says the number 3. I then pose the question “Suppose the Bear Family only has 20 bowls of porridge on their table. If Baby Bear eats 3 bowls of porridge and Mama Bear eats 8 bowls of porridge, how many bowls of porridge did PaPa Bear eat?” The students will turn to their elbow partner and try to solve the problem together on a piece of paper. When finished, we will discuss as a class how different partners found their answer. I will then handout the This Math is *Just Right* worksheet found further down this lesson plan outline.

Check for Understanding:

How could we write an equation for our word problems?

What parts of the story problems are missing?

What are we trying to solve in the story problem?

Activities Procedures:

- Write name at the top of This Math is *Just Right* worksheet
- Get out a red, blue, and green crayon
- Solve the problems (Complete the bonus question if they want/can)
- Ask questions if needed

Evaluation of Student Learning:

Instructions:	Needs Help:	Emerging:	Mastered:
Complete the This Math is <i>Just Right</i> worksheet	1-2 problems were answered correctly.	3-4 problems were answered correctly.	5-6 problems were answered correctly.

Review:

Is it okay if we all came up with different ideas at the beginning to solve the problem?

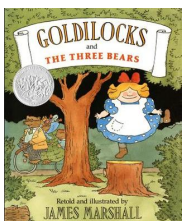
What did you learn?

What was your favorite part of the book?

Annotated Bibliography:

Informational

Marshall, J. (1994). *Goldilocks and the Three Bears*. New York, New York: Puffin Books



This piece of literature we will be covering during our fairy tale unit. This book has great illustrations and meaningful themes to help students tie in real-world situations, like not going into other people's houses and listening to your parents.

Parcels, A. [Amy Parcels]. (2015, July 7). *Goldilocks and the three bears by james marshall*. Retrieved from

<https://www.youtube.com/watch?v=cyQqjcdOMVY>

If there are students who need a review while they are doing their worksheets, they can get on the iPads and listen to the story again by watching this YouTube video.

Instructional

Math word problems. (1998). Retrieved from

<http://www.kidzone.ws/math/wordproblems.htm>

This website helped to inspire the worksheet I made myself. It has a lot of great resources and ways to help theme a unit or an individual assignment.

White, J..(2016). *Goldilocks and the three bears math and literacy*. Retrieved from

<http://firstgradeblueskies.com/goldilocks-and-three-bears-math-and/>

This website helped me to theme my story problems and give the students multiple medias to work with, like a crayon.

Lesson #7

Name: Claire Huntley

Due Date: February 18th

Practicum Teacher: Mrs. Eckerty

Lesson Topic: Measuring

Email: cmhuntley@bsu.edu

Phone: (317) 364-8026

EDEL 350 Section 20G

Teach Date: March 15, 2016

Grade Level: 1st

Subject: Language Arts, Math

Whole Group: 30-45 Minutes.

IN State Standard(s) and State Indicators:

Language Arts

1.RL.1 With support read and comprehend literature that is grade-level appropriate.

Mathematics

1.M.1 Use direct comparison or a nonstandard unit to compare and order objects according to length, area, capacity, weight, and temperature.

2.M.2 Estimate and measure the length of an object by selecting and using appropriate tools, such as rulers, yardsticks, meter sticks, and measuring tapes to the nearest inch, foot, yard, centimeter and meter.

Lesson Objective(s):

Students will **measure** and **compare** the length of different fairy tale objects.

Materials/Media:

Rapunzel

Yarn

Paperclips

Poster paper

Measuring chart/paper

Mini charts

Measuring objects (magical and classroom)

Motivation:

I will start off my asking the children, "how much do you all love pizza?" With their response, I will say show me with your arms. Stretch them as far as you can for how much you love pizza. What about ice cream? What about school? As we wrap up this activity, I would then explain to the children we could measure that distance between our arms. We can actually measure a lot of different things. This will then go into my rationale.

Rationale:

"Today, we will be measuring many different magical items. At the end of the day, you will be able to measure common objects around the classroom!"

Teach:

After reading *Rapunzel*, I will bring out the yarn depicting her hair. We will be measuring each item throughout the lesson with the "rulers" I make prior. The rulers are made by connecting mini apple images (1 inch in size) so that is what they count to measure the larger object. I will model measuring the hair, and write it on large chart. We will also be measuring her castle within the story and be putting that on the chart as well.

Check for Understanding:

Where do I start counting the apples to measure the hair?

How many apple inches depict the length of the castle?

Activity:

I will put the children into groups of four. Each group will have three magical objects from different fairy tales they will measure with the same apple-inch rulers.

Once finished, they will share their findings with the other groups and put their results on our chart. Once finished, we will compare the sizes of the objects and explain why.

At this point in the activity we will make sure they understand that the apples are an inch each.

Check For Understanding:

Is it normal for objects to be different sizes?

What other items could we measure that around the same size as our magical items?

Could someone think of another increment other than an apple we could measure with?

Evaluation of Student Learning:

Once finished with our small group activity, the students will go back to their seats with their rulers. I will give them three classroom objects that are all the same size, which they will measure, the length with their rulers. At the bottom of the page, they will give two statements about their findings. For example, they will write, "The marker is three more inches larger than the crayon".

Instructions	Needs Help	Emerging	Mastery
Measures three classroom objects with "rulers".	Measures one correctly or none at all	Measures two objects correctly	Measures all three objects correctly
Explains their findings with two sentences	Doesn't write anything about findings	Writes one sentence about findings	Writes two sentences about findings.

Review:

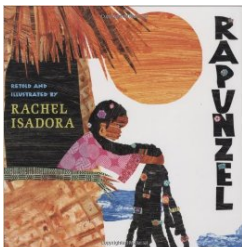
What did we measure today? What other items could we measure?

Why is it helpful to know the sizes of different objects around us?

Annotated Bibliography:**Informational**

Isadora, R. (2008). *Rapunzel*. New York, New York. G.P. Putnam's Sons.

This is the fairy tale I used for the lesson.



n.a., (2014). Clipart Panda. 82 images for teacher apple board clipart. Retrieved from <http://www.clipartpanda.com/categories/teacher-apple-border-clipart>
This website gave me the apple image I used for the ruler. This fits into both categories.

Instructional

Brantley, Anna. (2011, November 5). Measurement fun. Retrieved from <http://www.crazyforfirstgrade.com/2011/11/measurement-fun.html>
This helped with the teaching aspect and chart set-up for the teaching portion.

n.a., (2014). Clipart Panda. 82 images for teacher apple board clipart. Retrieved from <http://www.clipartpanda.com/categories/teacher-apple-border-clipart>
This website gave me the apple image I used for the ruler.

Lesson #8**Name:** Hannah Wiley**Due Date:** February 18th, 2016**Practicum Teacher:** Mrs. Eckerty**Lesson Topic:** Rapunzel Around the World**Email:** hewiley@bsu.edu**Phone:** (765) 881-0285**EDEL 350 Section 20G****Teaching Date:** March 10, 2016**Grade Level:** 1st**Subject:** Language Arts**Whole Group:** 45 Minutes**IN State Standard(s) and State Indicator(s):**

Language Arts

1.RL.1 With support, read and comprehend literature that is grade-level appropriate.

2.RL.4.2 Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.

Lesson Objective(s):

Students will **compare** and **contrast** three versions of Rapunzel from different cultures around the world, and how they relate to our culture in America.

MAterials/Media:

Rapunzel retold by Rachel Isadora

Rapunzel retold by Alix Berenzy

Rapunzel Around the World graphic organizer

World Map

Tower cutouts

Motivation:

For the motivation I am going to pull out a world map. I will then quickly review the Rachel Isadora version of *Rapunzel* and place a paper cutout tower in Africa, on the map, where the story takes place. I will then read the Alix Berenzy version of *Rapunzel* and place a tower in Germany, on the map, where the story takes place. Then I will ask the class where they think Disney's *Tangled* Rapunzel is from. I will then place a tower in Normandy, because that is where she is based.

Rationale for the Lesson:

"Today we are going to learn about different cultures and how they view fairy tales. The book we will focus on in this lesson is Rapunzel and it's our job to see if we can find similarities and differences in the different versions we read."

Teach:

First, I will hand out the Rapunzel Around the World chart and review the book *Rapunzel* by Rachel Isadora, and fill out that section of the chart together. Next, I will read the Alix Berenzy version and the students will have to fill in the chart, on their own, as we read. During all of this I will have a world map up and each time we introduce or talk about a new princess, I will place a paper tower cut out on the country of the Rapunzel we are referring to. I will ask questions along the way about the books culture and how it compares to our. For example, in the Isadora version, the people live in huts, which is very different from our culture.

Check for Understanding:

Where does the setting take place in Rachel Isadora's *Rapunzel*?

What is the plot of the story?

Where are the characters?

Are there any cultural things you can identify with in either version?

Activities Procedures:

- Each student will be given a Rapunzel Around the World Chart. They will need to fill it out complete and write down a few observations they see based on that chart. For example, that is similar and different about the Rapunzel from Germany and the Rapunzel from Africa. Then they will need to compare the stories to their own lives. What is similar and what is different based on what our American culture is like?
- Next, they will be given a writing prompt. The question will be for the girls "If I were stuck in a tower I would..." and for the boys "If I saw a princess stuck in a tower I would..." When they finish, they will each be given cut outs to be turned into either a princess or prince.
- These can then be displayed outside, in the room, or wherever so people can see what we are learning.

Evaluation for Student Learning:

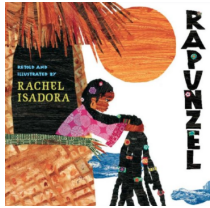
Instructions:	Needs Help	Emerging	Mastered
Students compare and contrast three things and from two stories using the chart	Chart is not filled out and have a few correct comparisons and differences	Chart is completed, but still struggle to compare and contrast the stories	Chart is completely fill out, they compare and contrast at least three things between the stories
Relate one or two things from each story to their own lives	Fail to compare to own life		Compare at least one or two things

Review:

What were things that surprised you about the story itself and how it compared in each version?
What did you find interesting about each book's culture?
How are these books different from the Disney version?
What is different and what is similar between the different versions?
What would you do if you were stuck in a tower, or heard someone was stuck in a tower?

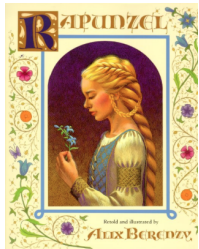
Annotated Bibliography:

Informational



Isadora, R. (2008). *Rapunzel*. New York, New York. G. P. Putnam's Sons.

This book is perfect for teaching different culture because this version of Rapunzel takes place in Africa. This book was given to me by Professor Cooper at Ball State University.



Berenzy, A. (1995) *Rapunzel*. Ontario, Canada. Henry Holt and Company, Inc.

This is another great book for teaching cultures because it takes place in Germany. Also, it is very similar to the original *Rapunzel* by the Grimm's Brothers. This book was checked out at Bracken Library at Ball State University.

Instructional

King, J. (1995). *Thematic unit: fairy tales*. Huntington Beach, CA: Teacher Created Materials, Inc.

This book gives literature-based activities and assignments that are aimed at teaching fairy tales. It helped me form the steps and overall process of constructing a bean plant and making an observation booklet for each student on pages 50-52.

Southard, J. (2012, February 25). Fairy Tales - Fun in First Grade. Retrieved from

<http://fun-in-first.blogspot.com/2012/02/fairy-tales.html>

This website helped me find a very helpful writing prompt for the kids and provided cutouts for the students to become princes and princesses.

Culminating Activity/Assessment: (Co-taught)

Topic: Writing Original Fairy Tales

Subject Area: Language Arts

Standard(s):

Language Arts

1.RL.2.3 Using key details, identify and describe the elements of plot, character, and setting.

1.RV.3.1 Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).

1.RV.2.2 Define and sort words into categories (e.g., antonyms, living things, synonyms).

1.W.2.1 Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.

Objective: Students will **create** their own fairy tales, which must include the elements of a fairy tale, appeal to the five senses, use antonyms and synonyms, and illustrate on each page of their story.

Activity: Students will be each be given a booklet with five blank pages. On the first and second page they will need to write five sentences introducing the characters of their fairy tale. These characters must have some form of magic, like the ability to fly or read minds. On the third and fourth page, they must write five sentences introducing the plot and begin to appeal to the five senses. On the fifth page they must conclude their story, and on every page including this one they must illustrate their writing and appeal to some if not all five senses.