

WRITTEN INSTRUCTIONAL PLAN

I. Description of the Learning-Teaching Context

Classroom characteristics

Rules and routines

Physical arrangement

Grouping patterns for your lesson

Student characteristics

See classroom demographics

Refer specifically to IEP's

II. Learning Targets

Appropriate to EALR's and district goals

Meaningful, important, accurate

Incorporate a multicultural perspective

III. Learning Experiences

Multiple approaches to learning

Inclusive

Consider:

Accommodations

Students of color

Culture

Lower socio-economic

Must address:

Prior knowledge and skills

Critical thinking and problem-solving

How to intrinsically motivate students

Teacher Candidate Jason A. Eng Title Read it! Draw it! Solve it! Date 4/29/03
Subject Math School Mt. Stuart Elementary District Ellensburg School District

Instructional Plan

Classroom Characteristics: Students will receive instructions up front as a whole. They will then work by themselves to solve the problems. When completed students will pair up with a buddy to check answers. When students are finished checking answers with a buddy they will then practice flashcards. After everyone has completed the math sheet, we will join back together to share answers and strategies.

Student Characteristics: 22 students—13 boys, 9 girls. There are four Spanish speaking students but they are proficient in English. Three of the twenty-two students are below grade level and special attention will be given to them. Two students have special behavioral and discipline needs and I will touch base with them immediately to make sure that they understand the appropriate behavior.

Learning Targets with EALRs: Students will be able to solve whole number problems involving addition and subtraction and use pictures to explain/justify methods used to solve problems. Students will also be able to work with a partner and justify their answer.

MATH

- 1.1 Understand and apply concepts and procedures from number sense
computation
- 1.5 Understand and apply concepts and procedures from algebraic sense
operations
- 2.1 Investigate situations
use a variety of strategies and approaches

Communications (First Grade specific)

- 3.1 Sustains one-to-one conversation with children and adults
- 3.3 Suggests possible solutions when problem-solving

Teacher Candidate Jason A. Eng

Title Read it! Draw it! Solve it!

Date 4/29/03

Subject Math School Mt. Stuart Elementary

District Ellensburg School District

examples, such as, "Maybe I will draw three cats and erase two of them. Or I might just X out two of them. Tell students that when they are finished, I will find them a friend and they must compare answers. When they are done, they must turn their papers in on the chair up front and swing into independent reading.

Input/Explanation: Show students the worksheet. Read the problem to them and explain that when they draw their picture, they can either show it two ways. First way would be to draw your picture and X out the appropriate ones or just draw what you need. Remind students that when they answer the question, "How many..." that they must label their answer. Also tell students that they must copy the word at the bottom of the sheet at least twice on the line. When they are finished I will find them a partner and they must compare answers. When that is done students are to work with one another using flashcards.

Modeling: When all students are finished with the Read it! Draw it!

<p>(con't)</p> <p>Learning Experiences include:</p>	<p>(con't)</p> <p>Rationales for Learning Experiences:</p>	<p>(con't)</p> <p>Assessments:</p>
<p>Family Interaction Plan: Parent volunteers will assist those kids who are struggling and will help to reinforce strategies. After papers have been collected a few are picked out and displayed on the classroom "Hall of Fame" for their outstanding work. These papers are kept on the "Hall of Fame" for parents to view. The rest of the papers are sent home to parents.</p>		

Written Instructional Plan / Lesson Plan
Where In The World?

Name: Piaget Pauli
Date: 10-14-03

Grade: 2nd
Time: 2:40 p.m.

Subject: Social Studies / Bats

Description of the Learning-Teaching Context:

- A typical class day starts with an entry task. Then a mini-lesson or short instruction is given. After that morning jobs are assigned and reading groups are conducted. Next, is lunch and recess, and then a story is read. After story is specialist time. Next is math for 30 minutes, and then recess. Once coming back from recess it is math again. Then it alternates between social studies, science, and art.
- *Classroom Characteristics:*
 - The classroom is arranged with desks in pods. There is occasionally an individual desk scattered due to management issues. The groups have easy access and visibility to both boards, which is where instruction is given. In one corner of the room is a reading loft, and the other two are teacher's desks. In the back of the room are computers and a big table for small group guided instruction. There is also a sink area in the room.
- *Student Characteristics:*
 - There are 22 students, 11 boys and 11 girls. Within the class there is one Asian student, one Russian student, and one Hispanic student. There is a child who is bipolar, two students who receive speech, one student who receives social skills practice, four who receive title, three with IEP's, and four who have been diagnosed with ADHD. The socioeconomic status of the group is middle class to lower middle class.

Learning Targets:

- When provided with proper materials, the student will be able to physically map the different areas of the world where bats live, in a large group setting and in a small group setting as well, with 100% participation within the allotted time.
- The student will be able to cooperated and work well with others by verbally sharing knowledge about bats and mapping skills with no put downs within the allotted time.

Appropriate EALR's And Goals:

- *EALR's:*
 - Reading
 - 1.1 - Picture clues
 - 1.2 - Build vocabulary
 - 1.3 - Fluency
 - Communication
 - 1.1 - Focus attention
 - 1.2 - Listening
 - 1.3 - Asking questions and paraphrasing
 - 3.1 - Interacting effectively
 - 3.2 - Cooperate as a group
 - Geography
 - 1.1 - Use maps and other resources
 - 1.2 - Recognize spatial patterns on Earth
 - 2.1 - Describe characteristics
 - Art
 - 1.2 - Organize rhythm-game ** (If time permits)
- *Meaningful, Important, Accurate:*
 - These EALR's pertain to the lesson on bats around the world as well as the Washington state guidelines for second grade. The information presented is meaningful and important for students to know.
- *Incorporate A Multicultural Perspective:*

- The multicultural perspective is incorporated when mapping the location of bats around the world. The class will not just be studying bats in their own country, but bats in various countries.

Learning Experiences:

- *Anticipatory Set:*
 - We are going to learn about bats around the world and about various types of bats.
 - You are going to get your own bat book to use today.
 - Say it with enthusiasm.
- *Multiple Approaches To Learning:*
 - We are going to do activities as a group together and will discuss it. Also, at the same time the students will be doing individual seatwork. Then we will break up into small groups to extend the learning. Next, we will come back together as a class to discuss.
 - *Inclusive:*
 - All students will be actively participating.
 - *Accommodations:*
 - Pairing students who need extra help with those who can help.
 - Provide extra prompts to get answers flowing.
 - Require less of Margaret Anne than others.
 - *Students Of Color:*
 - Will have no problems and will be involved.
 - *Culture:*
 - Looking at various countries.
 - *Lower Socioeconomic:*
 - They are all about middle class and will be able to discuss as a class the issues and experiences that are brought up.
 - *Prior Knowledge:*
 - Students are able to read bat cards.
 - We discussed and did a KWL chart on bats yesterday.
 - They know that bats live around the world.
 - Students are able to use a map and have map skills.
 - *Critical Thinking And Problem Solving*
 - They will think critically to find a country on the map of the world without names of the countries written on them. Then they will have to locate the country that each bat lives on.
 - Also, students will have to figure out how to create a key of legend of their map.
 - *How To Intrinsically Motivate Students:*
 - The students love bats and they are interested in them, so it is intrinsically motivating to most students.
 - *Interdisciplinary Connections:*
 - This bat unit is a six-week study on bats, and it will link to all areas of learning.
 - *Community Resources:*
 - In the future of the unit, I am working on getting a bat expert in. I will also be checking books out from the library, and handing out brochures and pamphlets from areas within the community who deal with bats.
 - *Individual And Group Learning Opportunities:*
 - The students will learn as a whole group with individual seatwork, as well as breaking up into small groups to work.
 - *Technology:*
 - Overhead. Will be using TV, computers, etc. within the bat unit.

Clear Outline Of:

- *Management Tasks:*

- Lots of warnings and “teacher” looks. May have to move desks back or take distracting items away from students. Also, I will have an outline of my plan to keep things moving smoothly.
- *Methods Of Monitoring Students:*
 - I will sit and scan the room with my eyes as well as walk around and discuss. Individuals may even get to come up to the board to answer questions.
- *Handling Of Materials*
 - Crayons
 - Overhead markers
 - Map
 - Globe
 - Globe ball
 - Social studies books – pg. 200
 - Overheads (various)
 - Individual bat booklets
 - Map worksheets

Rationale For Learning Experiences

- *Reason For Choosing The Curriculum And Methods You Chose Based On The Knowledge Of Your Students:*
 - Students are very interested in bats, and it is a nice way to celebrate October and Halloween, without getting too deep into Halloween. This way, students of all ethnicities and religions can be involved. Also, learning mapping skills through the study of bats will be fun and students will get the important concepts without the boredom.

Assessment Methods

- *Pre And Post Assessment Methods:*
 - Pre and Post discussion about bats and their homes. Also, continuing assessment by looking at the papers they completed.
- *Both Formal And Informal:*
 - It will be informal in this lesson.
- *Opportunities For Self-Assessment:*
 - Students do a worksheet with one other individual. They will see if they grasp the concept or not. If not, they will ask questions when time for follow-up discussion.
- *Address Your Learning Targets:*
 - The student will have two completed maps with different locations of different bats.
 - The student will cooperate and work effectively with partner during activity.
- *Suited For The Needs Of Your Students:*
 - Extra help to Margaret Anne, more one-on-one attention given.
 - Lots of different strategies used ... for ADHD students.

Family Interactions:

- *Collaboration With Family To Support Learning:*
 - Students will take the papers home, and will be asked to tell an adult about where one bat is located.
- *Plans For Personal Contact:*
 - After school, if parents come in – discussion about bats may occur.
- *May Reflect The Larger Unit Of Instruction:*
 - Portfolios will go home.
 - Parent helpers will help put together portfolios.
 - Bulletin boards in school.
 - Bat reports to be done at home.
 - Discuss unit at conferences.

Procedure:

1. I will tell students to sit quietly so that they can hear instruction and directions.
2. I will inform them what the purpose of the lesson is and what we are going to learn.
3. Pass out the booklets of bats to each student.
4. Pass out the world map to each student.
5. Have students individually take turns reading the biographies on the various bats.
6. After each bat, ask where the bat lives.
7. Then, map it on the map of the world.
8. Do the mapping by creating a color key at the bottom of the page.
9. Do this for all 12? Bats.
10. Discuss each bat as we go along.
11. Reinforce the idea of the different continents.
12. Make sure students are doing activity with the group.
13. Then tell students they are going to do a short mapping activity on their own.
14. Pull names from the cup to create partners. Once you get a partner, come up and get a new map and new bats. You may want to take your social studies books as well to help you with names of the continents.
15. Remember to create a key for your map and bats.
16. After about five to ten minutes – gather class back together and have volunteers tell where they put each bat. Students come up to overhead.
17. Once we completed that – do a short quiz game.
18. I will ask where a certain bat is located and you tell me by looking at your first map. Remember to use your map and the bat book if needed.
19. Do a couple of them, based on time.
20. Then, if time we will throw the globe ball and see what continent one lands on, and then the student will have to tell me what type of bat lives on that continent.
21. Dismiss by quiet tables and do jobs and get ready to go home.

Written Instructional Plan / Lesson Plan
Where In The World?

Name: Piaget Pauli
Date: 10-14-03

Grade: 2nd
Time: 2:40 p.m.

Subject: Social Studies / Bats

Description of the Learning-Teaching Context:

- A typical class day starts with an entry task. Then a mini-lesson or short instruction is given. After that morning jobs are assigned and reading groups are conducted. Next, is lunch and recess, and then a story is read. After story is reading time. Next is math for 30 minutes, and then recess. Once coming back from recess it is math again. Then it alternates between social studies, science, and art.
- *Classroom Characteristics:*
 - The classroom is arranged with desks in pods. There is occasionally an individual desk scattered due to management issues. The groups have easy access and visibility to both boards, which is where instruction is given. In one corner of the room is a reading loft, and the other two are teacher's desks. In the back of the room are computers and a big table for small group guided instruction. There is also a sink area in the room.
- *Student Characteristics:*
 - There are 22 students, 11 boys and 11 girls. Within the class there is one Asian student, one Russian student, and one Hispanic student. There is a child who is bipolar, two students who receive speech, one student who receives social skills practice, four who receive title, three with IEP's, and four who have been diagnosed with ADHD. The socioeconomic status of the group is middle class to lower middle class.

Learning Targets:

- When provided with proper materials, the student will be able to physically map the different areas of the world where bats live, in a large group setting and in a small group setting as well, with 100% participation within the allotted time.
- The student will be able to cooperate and work well with others by verbally sharing knowledge about bats and mapping skills with no put downs within the allotted time.

Appropriate EALR's And Goals:

- *EALR's:*
 - Reading
 - 1.1 - Picture clues
 - 1.2 - Build vocabulary
 - 1.3 - Fluency
 - Communication
 - 1.1 - Focus attention
 - 1.2 - Listening
 - 1.3 - Asking questions and paraphrasing
 - 3.1 - Interacting effectively
 - 3.2 - Cooperate as a group
 - Geography
 - 1.1 - Use maps and other resources
 - 1.2 - Recognize spatial patterns on Earth
 - 2.1 - Describe characteristics
 - Art
 - 1.2 - Organize rhythm-game ** (If time permits)
- *Meaningful, Important, Accurate:*
 - These EALR's pertain to the lesson on bats around the world as well as the Washington state guidelines for second grade. The information presented is meaningful and important for students to know.
- *Incorporate A Multicultural Perspective:*

Learning Experiences:

- *Anticipatory Set:*
 - We are going to learn about bats and how they are different from birds.
 - Once we get done reading the book, we are going to do a fun activity.
 - Say it with enthusiasm.
- *Multiple Approaches To Learning:*
 - We are going to do activities as a group together and will discuss it. Also, at the same time the students will be doing individual seatwork.
 - *Inclusive:*
 - All students will be actively participating.
 - *Accommodations:*
 - Pairing students who need extra help with those who can help.
 - Provide extra prompts to get answers flowing.
 - Require less of Margaret Anne than others.
 - *Students Of Color:*
 - Will have no problems and will be involved.
 - *Culture:*
 - Looking at various types of animals and link it to how different people and animals are okay.
 - *Lower Socioeconomic:*
 - They are all about middle class and will be able to discuss as a class the issues and experiences that are brought up.
 - *Prior Knowledge:*
 - Students are able to understand simple knowledge about bats.
 - We have discussed bats previously.
 - They know that bats are not the same as birds.
 - Students know how to appropriately sit at the reading chair.
 - *Critical Thinking And Problem Solving*
 - They will think critically to think about the difference between bats and birds. Then they will have to remember them and discuss them as a group to make a class venn diagram.
 - Also, students will learn what a venn diagram is.
 - *How To Intrinsically Motivate Students:*
 - The students love bats and they are interested in them, so it is intrinsically motivating to most students.
 - *Interdisciplinary Connections:*
 - This bat unit is a six-week study on bats, and it will link to all areas of learning.
 - *Community Resources:*
 - In the future of the unit, I am working on getting a bat expert in. I will also be checking books out from the library, and handing out brochures and pamphlets from areas within the community who deal with bats. I checked the book, *Stellaluna* from the library to read.
 - *Individual And Group Learning Opportunities:*
 - The students will learn as a whole group at the reading group, and then they will learn as a whole group as well as do individual seatwork.
 - *Technology:*
 - Will be using overhead, TV, computers, etc. within the bat unit.

Clear Outline Of:

- *Management Tasks:*
 - Lots of warnings and “teacher” looks. May have to move desks back or take distracting items away from students. Also, I will have an outline of my plan to keep things moving smoothly. My teacher does not implement any other discipline plans, so I do not as well.

- *Methods Of Monitoring Student*
 - While I am reading the book, I will also be scanning the kids to keep them on task. I will sit and scan the room with my eyes as well as walk around and discuss. Individuals may even get to come up to the board to answer questions.
- *Handling Of Materials*
 - Stellaluna book
 - Permanent marker
 - Butcher paper with lines
 - Chalk board
 - Individual worksheets that are venn diagrams

Rationale For Learning Experiences

- *Reason For Choosing The Curriculum And Methods You Chose Based On The Knowledge Of Your Students:*
 - Students are very interested in bats, and it is a nice way to celebrate October and Halloween, without getting too deep into Halloween. This way, students of all ethnicities and religions can be involved. Also, learning mapping skills through the study of bats will be fun and students will get the important concepts without the boredom.

Assessment Methods

- *Pre And Post Assessment Methods:*
 - Pre and Post discussion about bats and their environments and homes. Also, continuing assessment by looking at the papers they completed. I will listen to who is talking and who is not talking too.
- *Both Formal And Informal:*
 - It will be informal in this lesson.
- *Opportunities For Self-Assessment:*
 - Students do a worksheet while following along with the teacher. They will see if they grasp the concept or not. If not, they will ask questions when time for follow-up discussion.
- *Address Your Learning Targets:*
 - The student will have one completed venn diagram showing the differences between bats and birds.
 - The student will cooperate and work effectively as a group.
- *Suited For The Needs Of Your Students:*
 - Extra help to Margaret Anne, more one-on-one attention given.
 - Lots of different strategies used ... for ADHD students.

Family Interactions:

- *Collaboration With Family To Support Learning:*
 - Students will take the papers home, and will be asked to tell an adult about the difference between bats and birds. Also, weekly letters are sent home to inform parents about the plan for each week.
- *Plans For Personal Contact:*
 - After school, if parents come in – discussion about bats may occur. The weekly letters will inform them parents about what is going on in the classroom.
- *May Reflect The Larger Unit Of Instruction:*
 - Portfolios will go home.
 - Parent helpers will help put together portfolios.
 - Bulletin boards in school.
 - Bat reports to be done at home.
 - Discuss unit at conferences.

Procedure:

1. I will tell students to sit quietly so that I can call the quietest tables to the rocking chair.
2. I will call the students down to the chair.
3. Then I will introduce the story Stellaluna.
4. I will start to read the story.
5. We will discuss some ideas if time permits.
6. Then I will dismiss students according to some category to go back to their seats.
7. Sit in seats quietly.
8. The venn diagram will already be taped up on the board, as well as the worksheets on the student's desks.
9. I will introduce the venn diagram and how it works.
10. We will discuss differences and similarities between bats and birds.
11. As we do it, I will write them up on the board.
12. At the same time, they will be filling out the venn diagrams they have on their worksheets.
13. Tell me something that you learned today.
14. Then I will dismiss the students according to behavior to line up for P.E.

Katy Heeren

Date of Lesson: 11/10/03

Time of Activity: 9:40 – 10:15

Scheduled Activity: Reading – Poetry / Multicultural

This lesson will be taught in a 1st / 2nd multiage classroom at Garfield Elementary School in Spokane Washington. The students have their own desks which are arranged into six groups of three to four students. There are two students who are unable to be successful workers with a group of students. These students have been moved into isolated locations where they can manage themselves and work successfully.

The students follow a "Promise" that they have written together for the classroom rules. This promise includes things like "we keep our hands and feet to ourselves" and "we are good listeners." The Promise is hung in the front left corner of the classroom and is signed by each student. The students are contently reminded of the Promise and the expectation that they follow it.

The students are very independent in this classroom. They come into the class in the morning and make their lunch choice. They are in charge of their own belongings which hang in the closet. The students are free to take snack when they are hungry. When the student needs a bathroom break, he or she quietly puts the pass on his or her desk and exits the room.

The classroom has 14 second graders and 9 first graders which make up the 23 students in the class all together. There are 16 boys and 7 girls in the classroom. The socioeconomic background for most of these students is poor with low family incomes. The percentage of students that receive free or reduced lunch for the entire school is 67.8%; however the number of students in the classroom that receive this service is unknown to the teacher at this time.

In the classroom there is one boy who has some Native American heritage, one girl who has some Hispanic heritage, and three boys who have African heritage. Every student in the class speaks English as their first language.

There are two boys in the class that have Individual Education Plans (IEP) written for them. These boys are suspected to be Autistic, however are fully included in the regular education classroom. The two boys receive pullout resource room service daily from 9:40-10:35. One of the boys also receives occupational therapy services on Friday mornings from 9:00-9:35. These two boy's IEP objectives state for them to be included in the daily lessons of the class and therefore will be fully included in this lesson if present in the classroom.

There is also one boy who has been referred to a Speech and Language Pathologist for a speech articulation problem. His parents have not meant to write his IEP and therefore this boy is still fully included in the regular education classroom.

<p>Learning Experiences: They must support the learning of ALL students.</p> <p>1. Students will begin to understand how there are many different children in this world and how we all look different through the enrichment of a poem.</p> <p><u>EALR Addressed:</u> Reading: Benchmark 3.3 – Grade 4 Read, respond to, and evaluate a variety of traditional and contemporary literature (novels, folk tales, stories, myths, rhymes, poems, plays, etc.)</p> <p>Art: Benchmark 4.1 - Grade 4 Use art forms to reflect concepts learned in other subjects.</p>	<p>Rationales for Learning Experiences:</p> <p>The purpose of this lesson is to teach each student about the diversity of the many children of the world through reading a poem, gathering the poems theme and looking at a variety of maps/pictures.</p>	<p>Assessments:</p> <p>The teacher will question the class of their understanding of the poems theme. The teacher will also check for understanding through the evaluation of the students' appropriate illustrations on each of their poems.</p>
---	--	--

Learning Experiences include:

1. Anticipatory Set
 - a.) Explain for reading today we will be discussing a poem. Students need to make a prediction on what this poem might be about.
2. Reading the poem *A Real Bouquet*
3. Reread poem
4. Show world map and examples of the many different types of people in this world.
5. Students will participate in picture activity through holding up posters and standing in a circle.
6. Have student models from class stand up and compare their differences (eyes, hair, skin, height, etc.

- Students will sit quite being good listeners and watchers for the poem to be read.

- The poem will discuss how each student is unique in the entire world. There are no two student's who are similar. The teacher will discuss the overall theme of the poem. New vocabulary facilitated: *bouquet, this great big world.*

- Help students visualize the many different types of people in this world.

- This activity will allow each student to visually see what the different types of people look like around the world and where these people come from.

- Student participation will allow students to feel involved and intrinsically motivated to be attentive during instruction.

- Students will gain understanding that there are many different type of people in their own classroom.

- The teacher will observe students behaviors and wait to begin until appropriate learning behavior is given by all students.

- The teacher will check for student understanding by asking about the overall theme of the poem. The teacher might have to reread the poem to help students gain deeper knowledge.

- The teacher is continually insuring that students understand the words and theme of the poem.

<p>7. If time allows, reread poem</p>	<ul style="list-style-type: none"> • Students can visualize their new knowledge of the many different types of people in this world while the teacher rereads the poem. 	
<p>8. Closure of circle time through handing out the student personal poems to draw a multicultural illustration on.</p>	<ul style="list-style-type: none"> • Students will have the opportunity to use their creative art skills to illustrate their own copy of the poem. Students will be expected to place the poem in their poetry notebooks. 	<ul style="list-style-type: none"> • The teacher will informally observe the students as they illustrate their multicultural poems. • The teacher will formally assess the effectiveness of the lesson by evaluating each of the student's illustration.

Family Interaction Plan: I communicate weekly with families through a newsletter. Parents are made aware of the upcoming reading lessons for the week through the newsletter. Parents are well informed of what their student is learning at school. Parents are also welcomed to meet with me before or after school to discuss their student's performance in the classroom.

A Real Bouquet

Author Unknown

Everybody has two eyes
Bright as stars they shine
But their color may not be
Just the same as mine.

Brown or blue, gray or green
What difference does it make?
As long as you can see the sun
Shining when you wake

Some folks' hair is very black
Some have blonde or brown
Whatever color it may be
It's a pretty crown

Flowers have so many shades
And I'm sure you know
Many lovely gardens
Where such flowers grow

Children in this great big world
Are flowers in a way
Some are light, some are dark
Like a real bouquet

Did you ever stop to think
How awful it would be
If everybody looked the same
Who would know you from me?

Positive Impact from Lesson

Katy Heeren

Date of Lesson: 11/10/03

Time of Activity: 9:40-10:30

Scheduled Activity: Reading – Multicultural/Social Studies/Poetry

Personal Evaluation

Overall, I felt that this lesson went very well. As the students came to the carpet I attempted to review the listening rubric and set the student behaviors that are expected at the carpet. I waited until I had the full classes' attention until I began with my lesson.

I began by reading the poem that was to be discussed throughout the lesson. When I finished reading, I had my students talk about what the overall theme of the poem. Students were able to participate in a class discussion and share their thoughts about people all being different and unique in this great big world.

After the class discussion, I showed the students several different posters of examples of different children around the world. I circled the continent of which each example child was from and we discussed aspects of each child. I also had some students come up and hold the poster while the class discussed the children on the poster.

I then explained the student job for this lesson was to draw a detailed illustration on their own poem of the many different types of people in this world. The students were made aware of this objective and allowed to return to their desk. I continued to monitor the students while they completed their drawings and assisted students when I was needed.

I really felt that this lesson went very well. However, if I was to do one thing over, I would probable circle the continent on my world map first and then show the poster of where these particular children are from. I think that aspect would help engage my students to better recognize the region that these particular people come from and then see examples of what these people might look like.

Positive Impact on Student Learning

This lesson was assessed informally throughout the entire lesson. I listened very carefully to my student response during the class discussion about the poster. I also observed my students while they drew their multicultural illustrations onto their poems. After the school day was over, I formally looked through the poems and evaluated each student's learning through his or her illustration. Please see attached paperwork.



A Real Bouquet

Author Unknown

Everybody has two eyes
Bright as stars they shine
But their color may not be
Just the same as mine.

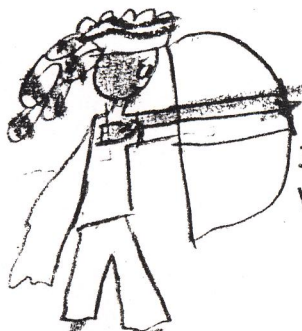
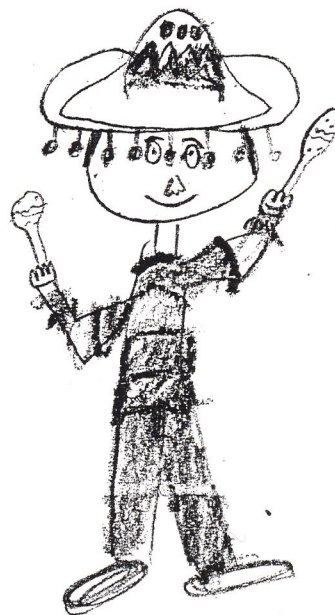
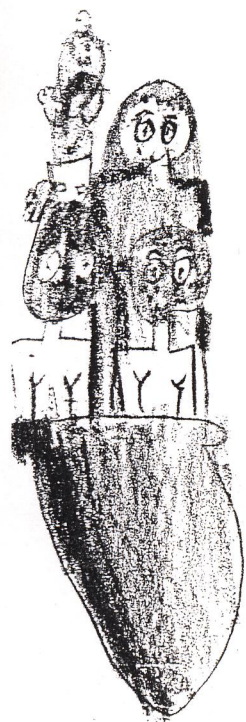
Brown or blue, gray or green
What difference does it make?
As long as you can see the sun
Shining when you wake

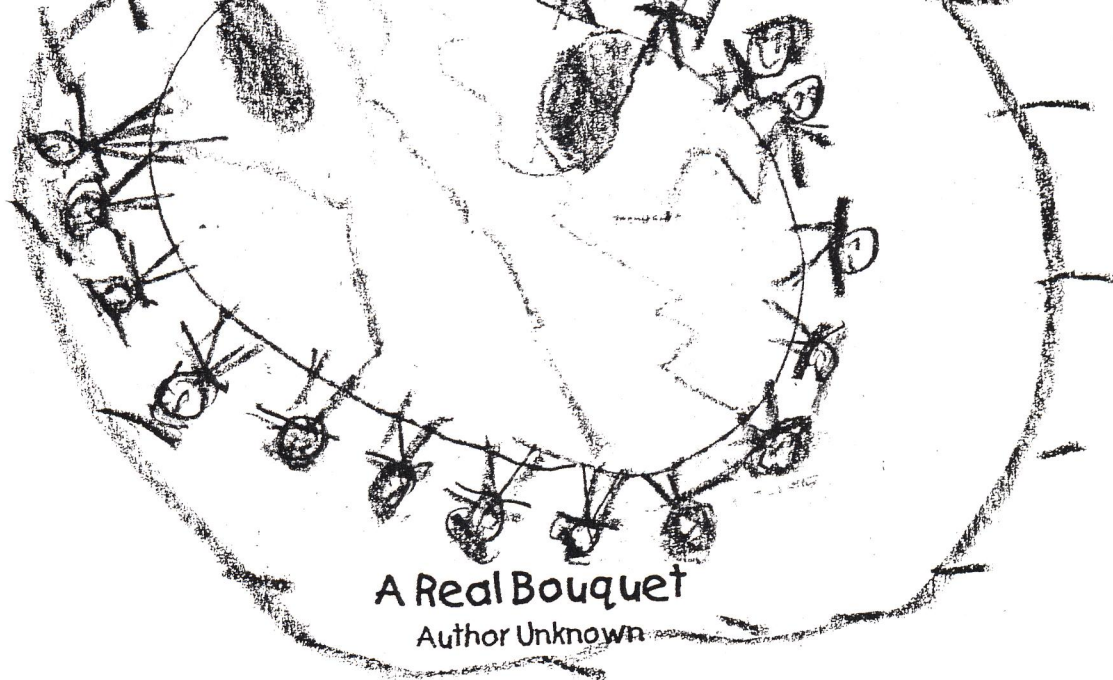
Some folks' hair is very black
Some have blonde or brown
Whatever color it may be
It's a pretty crown

Flowers have so many shades
And I'm sure you know
Many lovely gardens
Where such flowers grow

Children in this great big world
Are flowers in a way
Some are light, some are dark
Like a real bouquet

Did you ever stop to think
How awful it would be
If everybody looked the same
Who would know you from me?





A Real Bouquet

Author Unknown

Everybody has two eyes
Bright as stars they shine
But their color may not be
Just the same as mine.

Brown or blue, gray or green
What difference does it make?
As long as you can see the sun
Shining when you wake

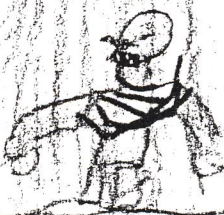
Some folks' hair is very black
Some have blonde or brown
Whatever color it may be
It's a pretty crown

Flowers have so many shades
And I'm sure you know
Many lovely gardens
Where such flowers grow

Children in this great big world
Are flowers in a way
Some are light, some are dark
Like a real bouquet

Did you ever stop to think
How awful it would be
If everybody looked the same
Who would know you from me?





A Real Bouquet

Author Unknown

Everybody has two eyes
Bright as stars they shine
But their color may not be
Just the same as mine.

Brown or blue, gray or green
What difference does it make?
As long as you can see the sun
Shining when you wake

Some folks' hair is very black
Some have blonde or brown
Whatever color it may be
It's a pretty crown

Flowers have so many shades
And I'm sure you know
Many lovely gardens
Where such flowers grow

Children in this great big world
Are flowers in a way
Some are light, some are dark
Like a real bouquet

Did you ever stop to think
How awful it would be
If everybody looked the same
Who would know you from me?

