

## Stage 1 – Identify Desired Results

Established Goals:

G

LA 5.1.6.i Recognize the social, historical, cultural, and biographical influences in a variety of genres  
LA 5.1.6.p Respond to text verbally, in writing, or artistically  
– Nebraska State Standards

What understandings are desired?

*Students will understand that. . .* U  
Over-Arching: Various cultures effect writing.  
Topical: The vocabulary, tone, and writing style differ between different cultures.

What essential questions will be considered?

Q

Over-Arching: How do various cultures effect writing?  
Topical: How does the vocabulary, tone, and writing style differ between different cultures?

What key knowledge and skills will students acquire as a result of this unit?

*Students will know. . .* K  
-Different vocabulary words that stem from different cultures  
-What a family tradition is how to share their own family traditions through writing and art  
-How to use books and the internet to look up information on various topics

*Students will be able to. . .* S  
-Define various vocabulary words that stem from different cultures.  
-Express their family traditions through written and artistic expression.  
-Use various resources to do research on various topics.

## Stage 2 – Determine Acceptable Evidence

What evidence will show that students understand?

*Performance Tasks\* (summary in GRASPS form):* T  
G=Goal Students will be able to respond to various cultural texts through writing and artistic expression.

R=Role The students' role in this PT will be participating in writing down the information they find and drawing pictures that depict ideas from the stories.

A=Audience The audience will be the class.

S=Situation Students have listened to me read the story and we have touched base on what culture the story is from.

P=Performance The students will complete research on the various cultures we read about and write down interesting facts that they find. Students will also use what they have learned from the story to create a different artifact from each story.

S=R=Rubric I will use a rubric to assess the students' performances.

#### Other Evidence

##### **OE**

- vocabulary books to check for vocabulary comprehension
- informal assessment of students' comprehension through assessing their written and artistic pieces

#### Student Self-Assessment and Reflection:

##### **SA**

1. What are the main points you learned throughout our 3 day session?
2. What was challenging?
3. What part of our 3 days did you think was the most fun?
4. What could I do to make this lesson better?

#### Pre-Assessment:

1. What is culture?
2. Name 4 different cultures
3. How do different cultures affect our lives?

Day 1

**Student Teacher:** CT

**Grade Level:** 5<sup>th</sup>

**Date:** 5/12/14

**State Standard:** Standards from Nebraska State Standards

**LA 5.1.6.i Recognize the social, historical, cultural, and biographical influences in a variety of genres**

**LA 5.1.6.p Respond to text verbally, in writing, or artistically**

**Subject:** Reading

**Name of Lesson:** Culture in Books

**Period / Time:** 12:30-2:00

|  |   |
|--|---|
| <b>I. Goal:</b><br>I will teach the students about Ukrainian traditions and will provide them with enough support so they are able to replicate a Pysanky egg, along with conducting research over Ukraine.  | <b>Required Adaptations/Modifications:</b><br>N/A |
| <b>II. Objectives:</b><br>After reading <i>Chicken Sunday</i> , students will be able to define the vocabulary words that are unique to Ukrainian culture, using context clues from the story as a guide for coming up with a definition.<br><br>After reading <i>Chicken Sunday</i> , students will be able to use their knowledge of Pysanky eggs to create their own eggs, using hardboiled eggs and Sharpie markers.<br><br>After reading <i>Chicken Sunday</i> , students will be able to use the internet and various books to research the country of Ukraine and write down a minimum of 10 interesting facts they would like to share with the class. | <b>Required Adaptations/Modifications:</b><br>N/A |
| <b>III: Faith / Values Integration:</b><br>Helping Others/Changing Others – On the Patricia Polacco handout, there is a quote about changing others. After we read the quote, the children will discuss ways they can help or change others. We will also go over this again after reading the story.  | <b>Required Adaptations/Modifications:</b><br>N/A |

|   |   |
|---|---|
| <p><b>IV. Integrated Technology:</b><br/>We will use the computers in the library to research Ukraine.</p>  | <p><b>Required Adaptations/Modifications:</b><br/>N/A</p> |
| <p><b>V. Materials:</b><br/><i>Chicken Sunday</i> by Patricia Polacco<br/>Patricia Polacco handout<br/>Pysanky eggs handout<br/>Books about Ukraine<br/>Computers<br/>Hardboiled eggs<br/>Sharpie markers<br/>Newspapers<br/>Portable word wall<br/>Vocabulary books</p>  | <p><b>Required Adaptations/Modifications:</b><br/>N/A</p> |
| <p><b>VI: Procedure:</b></p> <p>A. Set / Hook: I will introduce Patricia Polacco to the students, going over the fun facts and reading over the quote. (see attached <a href="#">Lessonplan1,hookhandout</a>)<br/>“What is one way each of you can change others?” - infer</p> <p>B. Transition: “Boys and girls, would you please move to the front of the classroom and find a seat on one of the blue blocks.” <b>(1 minute)</b></p> <p>C. Main Lesson:<br/>Once the students have moved to the front of the classroom, <b>I will present the new vocabulary words to the students and have them try to figure out what culture these words are derived from and what they might mean. (4 minutes)</b></p> <p>I will read <i>Chicken Sunday</i> to the students, <b>pausing whenever we get to a vocabulary word so they can think of a possible definition. (30 minutes)</b></p> <p>After we have finished reading the book, <b>we will look over our vocabulary words for the book and as a class we will come up with a definition.</b></p> | <p><b>Required Adaptations/Modifications:</b><br/>N/A</p> |

I will add the word & definition to our class word wall and the students will add it to their vocabulary books (they will write the word, write the definition, and draw a picture that reminds them of the word). (see attached Lessonplan1,vocabularywordwall and Lessonplan1,vocabularybook) (15 minutes)

Once we have the vocabulary section done, the students will return to their desks and I will pass out a handout over Pysanky eggs. (see attached Lessonplan1,Pysankyhandout) (1 minute)

We will go through the handout and then have a quick check for understanding over the handout. (5 minutes)

Then I will introduce the students to the 2 different centers they will be working in. (5 minutes)

The students will be divided into 2 groups, those who will be doing the art center will be working in the back of the classroom; those working in the research center will be working in the back of the classroom or in the library/computer lab. (2 minutes)

\*The students will spend 20 minutes at a center, and then they will switch to the other center\*

Center #1 (Art): The students will use Sharpie markers to draw on hardboiled eggs. There will be newspapers spread on the table to avoid markers staining the tables.

“What colors did you choose to use and why?” - creative

“What does the pattern on your egg represent?” - creative

(15 minutes)

Center #2 (Research): The students will work with a partner to read through a variety of books about

|   |  |
|---|--|
| <p>Ukraine along with looking up facts on the internet. The partners will find 10 interesting facts that they would like to share with their classmates or families. (15 minutes)</p> <p>The students will all work together to pick up their centers and head back to the front of the room, sitting by their partner. (2 minutes)</p> <p>The partner pairs will stand up and read the 2 most interesting facts they found.<br/> “Tell me the two most interesting facts you found during your research.” – literal (5 minutes)</p> <p>D. Transition: The students will go back to their seats. (30 seconds)</p> <p>E. Conclusion: “Earlier today, we learned about the important value of helping or changing others. What did the children do to help their Babushka in the story?” - Literal<br/> “What are some other ways they could have helped their Babushka?” -Infer<br/> (2 minutes)</p> |  |
| <p><b>VII. Assessment:</b><br/> I will informally assess the students as they are working on their eggs to make sure they have chosen appropriate colors and designs to represent their wishes. I will also check their facts sheets to make sure they have at least 10 facts written down.</p>   | <p><b>Required Adaptations/Modifications:</b><br/> N/A</p> |
| <p><b>VIII. Assignment:</b><br/> There will be no assignment for the next day.</p>  | <p><b>Required Adaptations/Modifications:</b><br/> N/A</p> |
| <p><b>IX. Self-Evaluation:</b><br/> -Did I speak slowly enough?<br/> -Did I annunciate my words?</p>  | <p><b>X. Coop’s Comments:</b></p>                          |

|   |  |
|---|--|
| -Did I use enough expression while I was reading?<br>-Did I avoid the use of filler words such as “um”?<br>-Did I provide the students with enough scaffolding to successfully complete the tasks?<br>-Did I provide the students with enough background knowledge? |  |
|---|--|

Day 2

**Student Teacher:** CT                      **Grade Level:** 5<sup>th</sup> Grade                      **Date:** 5/13/14  
**State Standard:** Standards from Nebraska State Standards  
**LA 5.1.6.i** Recognize the social, historical, cultural, and biographical influences in a variety of genres  
**LA 5.1.6.p** Respond to text verbally, in writing, or artistically  
**Subject:** Reading  
**Name of Lesson:** Culture in Books                      **Period / Time:** 12:30-2:00

|   |   |
|---|---|
| <b>I. Goal:</b><br>I will teach the students about the culture during the Civil War era by reading them the book <i>Pink and Say</i> by Patricia Polacco and having them explore the internet and various books to learn more information.  | <b>Required Adaptations/Modifications:</b><br>N/A |
| <b>II. Objectives:</b><br>After reading the story, the students will be able to create their own definitions for the vocabulary words based off the context clues from the story.<br><br>After reading the story, the students will be able to use their knowledge about the characters of the story to create wanted posters for either Pink or Say. The wanted posters must look like they were created during the Civil War era.<br><br>After reading the story, the students will use the internet and various books about the Civil War to create an ABC book about the Civil War. | <b>Required Adaptations/Modifications:</b><br>N/A |
| <b>III: Faith / Values Integration:</b><br>Friendship: During our hook, the children will   | <b>Required Adaptations/Modifications:</b>        |

|  |   |
|--|---|
| explore the world of friendship and the importance of helping out their friends.   | N/A   |
| <b>IV. Integrated Technology:</b><br>Laptop or computer lab for research   | <b>Required Adaptations/Modifications:</b><br>N/A |
| <b>V. Materials:</b><br><i>Pink and Say</i> by Patricia Polacco<br>Books about the Civil War<br>Computers<br>Pre-cut piece of paper for the ABC book<br>Blank pieces of paper for wanted posters<br>Markers<br>Crayons<br>Colored Pencils<br>Vocabulary Books<br>Class word wall<br>Rubric   | <b>Required Adaptations/Modifications:</b><br>N/A |
| <b>VI: Procedure:</b><br><br>A. Set / Hook: Friendship lesson – ways you help your friends out. Sacrifices you make for their friends.<br>“How many of you have ever helped a friend out?”<br>“What’s the hardest thing you ever had to do for a friend?”<br>“Why was it hard?”<br>“What did you gain as a result of helping your friend?” –Literal & Infer ( <b>3 minutes</b> )<br><br>B. Transition: “We’re going to read another book by Patricia Polacco that exemplifies exactly what friendship means.” ( <b>15 seconds</b> )<br><br>C. Main Lesson:<br>The students and I will go over the vocabulary for the book and try to determine what era it is from and what the words could possibly mean. (4 minutes) | <b>Required Adaptations/Modifications:</b><br>N/A |



I will read the book to the students, pausing whenever we get to a vocabulary word so the students can try to make connections before we move on. (30 minutes)

After we have finished reading the story, the students and I will go over our vocabulary words together, creating our own definition for each word. I will write the definitions on the class word wall, while the students fill in their vocabulary books. (see attached Lessonplan2,vocabularywordwall and Lessonplan2,vocabularybook) (10 minutes)

I will have the students move back to their desks so I can explain the next part of the lesson to them. (30 seconds)

Once the students are seated, I will show them an example of an ABC book and a wanted poster and also explain to them the expectations for each project. (5 minutes)

Then I will divide the students into 2 groups so they can get started on the centers. (2 minutes)

\*Students will spend 15 minutes at each station\*

Center #1 (Poster): The students will each have a piece of paper and use their knowledge of the characters to create a wanted poster for either Pink or Say. (15 minutes)

Center #2 (ABC Book): The students will use the books provided along with internet resources to research the Civil War and find a fact they can use for each letter of the alphabet. This time will be used solely to figure out what they are going to write for each letter. If they get this finished before center time is up, they can begin working on their ABC Book. (15 minutes)

\*The students can work with a partner, but they both must create their own book.

|  |  |
|--|--|
| <p>D. Transition: The students will pick up their centers and move back to their desks. <b>(2 minutes)</b></p> <p>E. Conclusion: "How did Pink and Say help change each other?" - Infer <b>(2 minutes)</b></p>                               |  |
| <p><b>VII. Assessment:</b><br/>I will assess the students using a rubric for both the ABC book and the wanted poster. (see attached <a href="#">Lessonplan2,ABCrubric</a> and <a href="#">Lessonplan2,posterrubric</a>)</p>                  | <p><b>Required Adaptations/Modifications:</b><br/>When it comes to assessing students using the rubric, I will keep in mind students' ability levels and grade them based off that. So if a student who usually struggles does really well on the projects, they will get a good grade, even if their projects are not as well done as other students.</p> |
| <p><b>VIII. Assignment:</b><br/>Students will need to take their ABC books home to finish and also their wanted posters if they are not finished during class time.</p>  | <p><b>Required Adaptations/Modifications:</b><br/><b>N/A</b></p>   |
| <p><b>IX. Self-Evaluation:</b><br/>-Did I provide enough scaffolding for the projects?<br/>-Did I talk slow enough?<br/>-Did I provide the students with enough scaffolding?<br/>-Did I explain the centers to the students well enough?</p> | <p><b>X. Coop's Comments:</b></p>  |