

Teacher Work Sample

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Student Teaching 1

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Student Teacher: Christa Lindeman

Cooperating Teacher: Anita Rohlf

School: Lincoln Christian School

Introduction

The context in which I will be teaching my unit is in a sixth grade classroom. There are twenty-two students in this classroom, all of which are in the high-average or high-achieving range.

I will be teaching a language unit on writing about a setting in a descriptive writing mode. I expect this will be an easy concept for the students to grasp. As mentioned above, all the students are pretty high achieving and are all great writers. I have witnessed some of their writing in my weeks in their classroom and they are at writing stories. One thing that I can foresee might be a problem is writing in the descriptive writing mode. This mode is not narrative at all. It describes something, in this case a setting, painting a picture with words and appealing to the senses. The students are great at writing in the narrative mode, including a plot. So, shifting their mindset might be a challenge for them.

The sixth graders are mostly self-motivated. They like to be given a direction and then given the freedom to do the task on their own and in their own, creative way. Keeping this in mind, they still do need some support. Some need more support than others. There are two girls, twins, who have a difficult time getting words down on a page until they see a picture first. I have observed them drawing out a character before writing about it. They are very visual learners. Other than these two girls, there are quite a few girls who are very precise and are perfectionists. They take a long time to get a task done in order to make sure that it is just right. On the other hand, there are some very intelligent boys who are not as precise and will finish a task quickly. These are the only things that I can foresee will be challenges in teaching this unit. I believe that they will grasp the concept of writing about setting very quickly and understand it well.

Another thing to know about the classroom that I will be teaching this unit in is that there is a minimal use of technology. There is one computer, a projector, a CD player, and a document reader. I plan on using technology quite a bit in my unit to model some thinking strategies and also as visuals for those more visual learners.

+-Stage 1 - Identify Desired Results

Established Goals:

G

LA 6.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)

LA 6.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing

LA 6.2.2.c Write considering typical characteristics of the selected genre (e.g., biography, report, business memo, poem, essay, email, podcast)

LA 6.2.1.f Publish a legible document (e.g., report, podcast, web page, Power-Point) that applies formatting techniques to aid comprehension (e.g., differing fonts, title page, highlighting, spacing)

From: <http://nlc1.nlc.state.ne.us/epubs/E2000/R059-2009.pdf>

What understandings are desired?

Students will understand that...

U

Over-arching U:

- Language arts is the foundation of communication in our world.

Topical U:

- Authors use different language devices to communicate certain points.
- There are different things to communicate, setting is one of them.
- Setting is communicated with imagery, using descriptive words, and other literary devices.

What essential questions will be considered?

Q

Over-arching Q:

- Why are the language arts so important?

Topical Q:

- What is the purpose of language devices?
- What are some things communicated through writing?
- How is setting communicated?

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

K

Students will know . . .

- Key vocabulary.
- Characteristics of setting.
- The relationship between the setting, the characters, and the plot.
- Literary techniques that help communicate about the setting.

S

Students will be able to . . .

- Define key vocabulary.
- Identify the characteristics of setting.
- Write about a setting.
- Change a setting to match a character's appearance.
- Change a setting to affect the plot line.
- Provide feedback on other's writing samples.
- Use literary techniques in their writing samples.

Stage 2 - Determine Acceptable Evidence

What evidence will show that students understand?

PT

G= Students will write about a setting using the descriptive mode of writing.

R= Students are the authors of their writing sample.

A= Classmates, teacher, and me, the student teacher

S= Given a description of a character, the students will write about the setting that character is from.

P= Writing a description of a setting.

S= Rubric

Other Evidence (quizzes, tests, prompts, observations, dialogues, work samples):

OE

Lesson 1:

- Observation on whether or not they are grasping the idea of the place, time, environment, and mood aspects of setting.

Lesson 2:

- Observation through discussion on whether they understand the process of descriptive writing (staying away from narrative).

Lesson 3:

- Observation on whether or not they understand the connection between the characters and the setting.

Lesson 4:

- Collect completed rubric: Were they able to give constructive feedback to their peers?

Lesson 5:

- Self-assessment survey

Student Self-Assessment and Reflection:

SA

The student self-assessment and reflection will be in the form of a survey given to them at the end of the unit. This is included below.

Self-Assessment

For the Rubric below, please read through your setting final draft and then highlight the score that you would give yourself for each of the areas below!

	— 4 —	— 3 —	— 2 —	— 1 —
Idea	<ul style="list-style-type: none"> Creates a clear picture Is well focused on topic Contains numerous, relevant details Writing is original and unique 	<ul style="list-style-type: none"> Creates a general picture Occasionally wanders from topic Contains adequate, relevant details Writing is acceptable, even if not unique 	<ul style="list-style-type: none"> Creates a somewhat confusing picture Some wandering from topic Contains limited or unrelated details Writing is vague 	<ul style="list-style-type: none"> Creates little, if any, picture Frequent wanderings from topic Lacks supporting details Writing is repetitious or disconnected
Organization	<ul style="list-style-type: none"> Structure includes a good beginning, middle, and end Order is logical and effective Pacing is well-controlled Transitions show how ideas connect 	<ul style="list-style-type: none"> Structure includes a beginning, middle, and end Order is functional and logical Pacing is okay Transitions work 	<ul style="list-style-type: none"> Structure of beginning, middle, and end is incomplete Order is somewhat logical Pacing is sometimes inconsistent Transitions are repetitious or missing 	<ul style="list-style-type: none"> Structure does not include beginning, middle, and end Order is random Pacing is awkward Transitions are missing
Conventions	<ul style="list-style-type: none"> Paragraphing is solid Grammar, punctuation, and spelling are mostly correct Conventions may be manipulated for style 	<ul style="list-style-type: none"> Attempts at paragraphing are generally successful A few errors don't distract the reader 	<ul style="list-style-type: none"> Paragraphing is irregular Errors appear frequently and may distract the reader 	<ul style="list-style-type: none"> Paragraphing is missing Errors throughout distract the reader
Word Choice	<ul style="list-style-type: none"> Uses specific and precise language Displays natural and appropriate language Uses vivid words and phrases Avoids clichés and jargon 	<ul style="list-style-type: none"> Usually uses specific and precise language Displays language that sometimes seems forced Uses some vivid words and phrases Mostly avoids clichés and jargon 	<ul style="list-style-type: none"> Uses language that occasionally specific and precise Displays language that often forced Uses few vivid words and phrases Some overuse of clichés and jargon 	<ul style="list-style-type: none"> Uses language that is neither specific nor precise Contains misused or overused words or phrases Uses limited vocabulary Uses clichés and jargon rather than original language
Mode	<ul style="list-style-type: none"> Paints a clear picture of setting Avoids narrative writing for the most part Uses the senses to communicate setting 	<ul style="list-style-type: none"> Paints a general picture of setting Includes some narrative writing Generally uses senses to communicate setting 	<ul style="list-style-type: none"> Paints a vague picture of setting Includes quite a bit of narrative writing Rarely uses senses to communicate setting 	<ul style="list-style-type: none"> Does not paint a picture of setting Mostly uses narrative writing Little, if any, use of senses to communicate setting

Please score yourself on the aspects of setting based on the scoring system given below!

	! Great detail!	+ Alright detail	✓ Included some information	— No information
	!	+	✓	—
Time				
Place				
Environment				
Mood				

How did we do?



Please answer the below questions to reflect on your performance during this unit and also how I did as your teacher:

1. What were two major things that you learned during this unit?

1)

2)

2. What challenges did you encounter during this unit?

3. What part did you find enjoyable?

4. What did we do that really helped you learn the material?

5. If I were to teach this again, what could I do better?

6. What should I keep the same?

Pre-Assessment

The pre-assessment used for this unit was in the form of a writing prompt. On Tuesday, February 26th, I gave the students their pre-assessment. I told them that it wasn't going to be a grade. I just wanted to know what I needed to teach them as far as writing about setting in a descriptive mode went.

The students were to get out a piece of loose-leaf paper and write their names on the top. After everyone had done that, I took out some note cards that were split up into three different categories. The first category had places written on each card, such as the desert, mountains, Lincoln Christian School, etc. The second category of cards had a time of day written on them. Finally, the third category had a time period written on them, such as present, past, future, Medieval times, etc. I randomly chose a card from each category and the students were instructed to write about that setting using a descriptive mode. The setting they were to write about was the desert at 2:00 pm in present day. They were given about fifteen minutes to write it out.

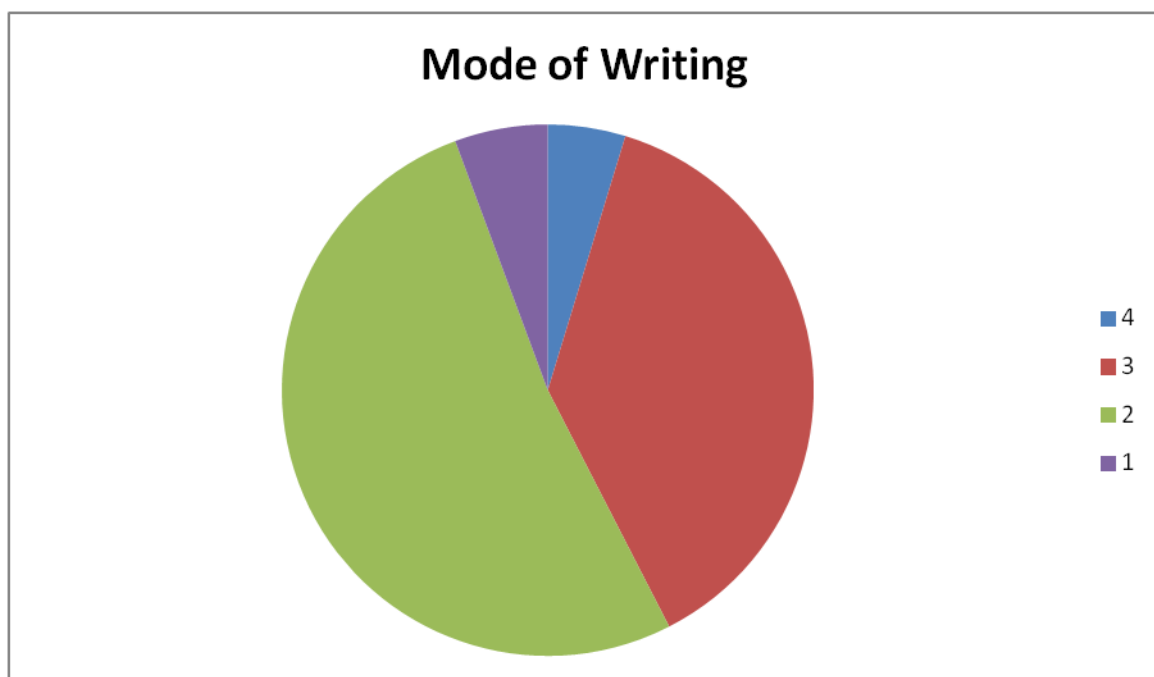
My purpose behind this was to analyze whether the students leaned more toward a narrative rather than a description of the setting. Also, there are four aspects of setting that I was going to teach them about; time, place, environment, and mood. Through this pre-assessment, I wanted to gauge how well they addressed these different aspects of setting.

I used a rubric to assess their writing. It was the same rubric that I used to assess their final assessment or performance task. This rubric can be found on page 37. After I assessed each of their writing, I looked for trends in their mode of writing and how well they addressed time, place, environment, and mood. The mode was assessed using a 4-1 scale, 4 being that they painted a clear picture of setting and avoided narrative writing for the most part. A 1 was given if they included mostly narrative writing and didn't paint a picture of the setting. The time, place, environment, and mood in their writing was assessed using a variation of the plus, check, minus system. They were given a "!" if they had great detail, a "+" if there was alright detail, a "v" if they included little detail, and a "-" if they had no information on it.

What I found were the trends and needs are graphed below, on pages 11 and 12.

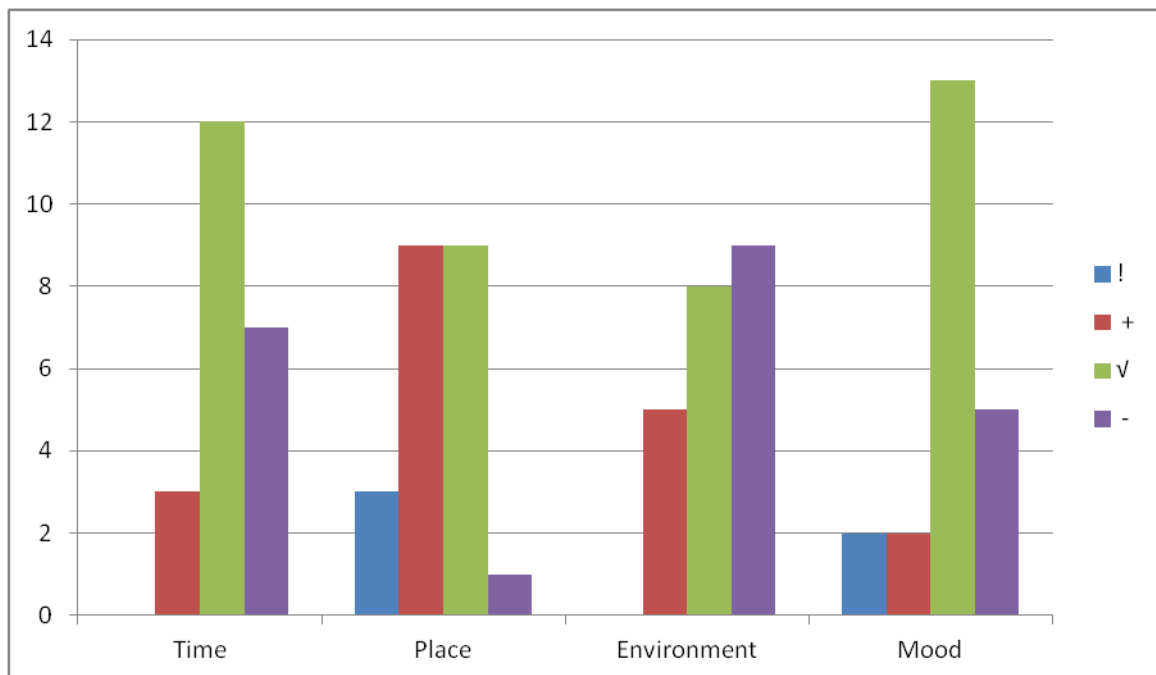
Chart for Scores on Pre-assessment

	Idea	Organization	Word Choice	Conventions	Mode
Riley	2	3	3	3	2
Caitlyn	4	3	3	3	2
Cutter	4	2	3	3	3
Kaleigh	3	2	2	1	3
Lexi	3	3	3	2	2
Mattie	3	3	2	2	1
Andrew	4	3	4	3	2
Madison	4	3	3	2	3
Allison	3	3	4	3	2
Joseph	4	4	4	3	3
Lexis	4	3	3	3	2
Olivia	3	3	4	3	3
Hunter H.	4	3	4	3	2
Easton	3	2	3	3	4
Emily	3	3	3	2	3
Nathan	3	3	3	3	3
Logan	4	3	3	2	2
Jaina	3	3	3	3	1
Rachel	2	2	4	2	2
Hunter S.	4	4	3	3	2
Abram	2	2	2	2	2
Tara	3	3	3	3	3



Aspects of Setting

	Time	Place	Environment	Mood
Riley	√	√	-	√
Caitlyn	+	+	-	!
Cutter	√	+	√	+
Kaleigh	√	√	+	!
Lexi	√	√	√	√
Mattie	√	√	-	-
Andrew	√	+	√	√
Madison	+	+	+	-
Allison	+	√	-	√
Joseph	-	!	-	√
Lexis	√	-	+	+
Olivia	-	+	-	√
Hunter H.	√	+	√	√
Easton	-	√	-	√
Emily	√	+	+	√
Nathan	-	+	√	√
Logan	√	!	√	-
Jaina	-	√	-	√
Rachel	√	√	√	√
Hunter S.	√	!	-	√
Abram	-	√	√	-
Tara	-	+	+	-

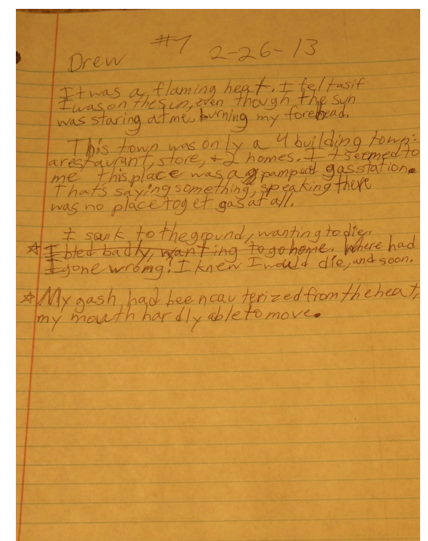
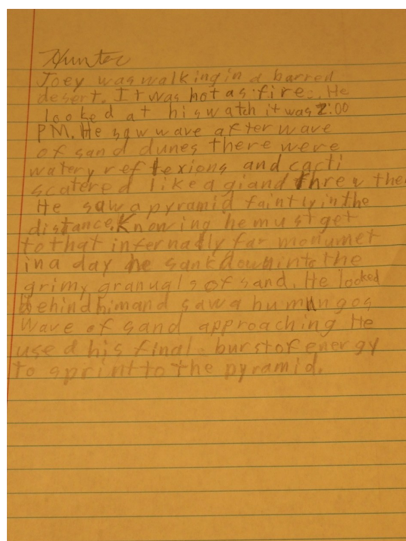
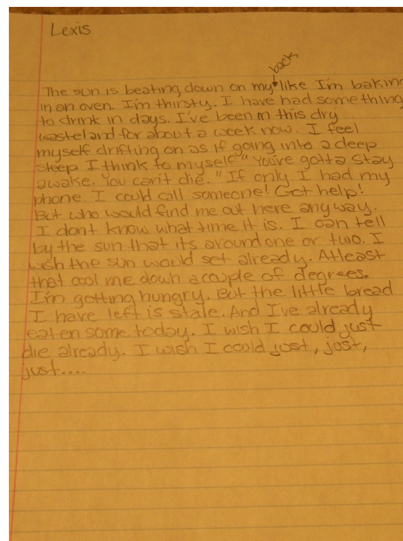
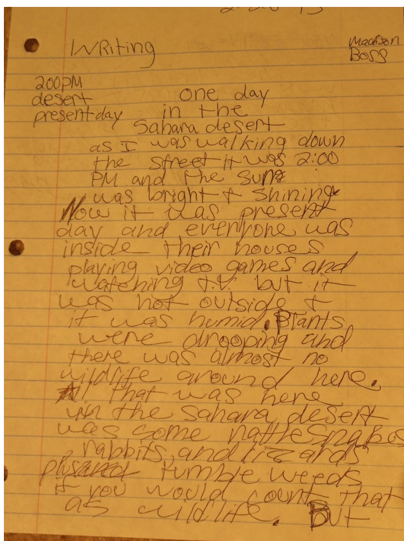


Reflection on Pre-Assessment

As seen in the circle graph for the mode of writing on page 11. Most students leaned toward writing in a more narrative mode. They understood how the setting would affect the actions of a character or how the plot progressed. On the other things that I assessed them—idea, organization, word choice, and conventions—they did alright. I didn't look too much into this because this writing piece was their rough draft and they didn't have much time, if any, to look over and correct any spelling or grammar mistakes. My main focus was the mode of writing they used. I found out that I would need to spend more time on how to write in a descriptive mode of writing. Originally, I had planned on spending time on how the setting would affect the plot of a story. Because of the findings of the pre-assessment, I chose not to go into that and spend more time on how to write a description of a place.

Another thing I found in my pre-assessment was that some students addressed one of the aspects of setting really well, but then would barely touch on the others. Other students didn't really touch on any of the aspects of setting. This was no surprise to me. I had planned on spending a good deal of time on defining these aspects as well as discussing how the senses were affected by these aspects.

Pictures of some of the pre-assessment writing pieces are shown below.



Student Teacher: Christa Lindeman

Grade Level: 6th

Date: Feb. 27, 2013

State Standard: LA 6.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)
<http://nlc1.nlc.state.ne.us/epubs/E2000/R059-2009.pdf>

Subject: Language/Writing

Name of Lesson: Aspects of Setting

Period / Time: 1-2 pm

<p>I. Goal: To teach students about the different aspects of setting; place, time, environment, and mood.</p>	<p>Required Adaptations/Modifications: No adaptations required</p>
<p>II. Objectives: -Students will be able to identify the four aspects of setting with 85% accuracy. -Students will be able to define the four aspects of setting with 80% accuracy. -Students will be able to identify how the senses are affected by the four aspects of setting with 80% accuracy.</p>	<p>Required Adaptations/Modifications: No adaptations required</p>
<p>III: Faith / Values Integration: -God has given us our senses to experience His creation around us. It is a way that He shows Himself to us.</p>	<p>Required Adaptations/Modifications: No adaptations required</p>
<p>IV. Integrated Technology: None used</p>	<p>Required Adaptations/Modifications: No adaptations required</p>
<p>V. Materials: -Setting graphic organizer (found at http://www.kimskorner4teachertalk.com/readingliterature/literary_elements_devices/setting.pdf) -Pens/Pencils -Chalkboard/Chalk</p>	<p>Required Adaptations/Modifications: No adaptations required</p>

<p>VI: Procedure: (60 min.) A. Set / Hook: (10 min.) Have students fill out setting graphic organizer for the book they are reading for the Science Fiction/Fantasy Fiction/Time Travel Fiction reading unit. Say: "If you don't know what one of these categories means, look at the pictures on the graphic organizer to try to help you figure it out." After students have filled out the graphic organizer, have them share it with their desk partner/s. As students are sharing, walk around the classroom and listen to what they are saying.</p>	<p>Required Adaptations/Modifications: -Provide assistance with the graphic organizer, as needed.</p>
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B. Transition: (1 min.)

Say: “We have discussed in reading how the author appeals to the senses to describe setting to us. There are certain aspects that are part of the setting and that affect the senses.”

C. Main Lesson: (35-40 min.)

Say: “Please turn your graphic organizers over and write these three words on it; place, time, environment, and mood”

Write those words on the board as you are saying them.

Define them:

Place: Where the characters in the story are

Time: Past, present, or future and morning, day, or night

Environment: Weather and politics

Mood: Emotions of the whole (not just an individual character, but of the whole place)

Discuss these different aspects of setting as you are defining, using specific examples you heard as the class was talking about their books.

Say: “These different aspects of setting affect the senses of the reader, or how the reader “sees” the setting in their imagination.”

Write up the five(ish) senses on the board. (We will be including emotions as one of the senses)

Discuss:

How would the place affect these different senses that the reader is imagining? (i.e. A setting by the ocean would smell different than a setting in the mountains)

How would the time affect the senses? (i.e. Morning is cooler than at noon)

How would the environment affect the senses? (i.e. A foggy setting would look different than a setting where the weather is clear)

How would the mood affect the senses? (i.e. the sounds at a funeral are different than the sounds at a wedding)

D. Transition: (1 min.)

Say: “Each of the senses are included in and affected by the different aspects setting.”

E. Conclusion: (10-15 min.)

Say: “In your pre-assessment writing pieces you wrote about a setting in the desert, in present day, and at 2:00 in the afternoon. Some of you wrote a story, or narrative, about a person stuck in the desert.”

<p>Talk about the differences between the narrative mode of writing and the descriptive mode of writing. Narrative: Tells a story, has a plot line Descriptive: Paints a picture with words, appeals to the senses.</p> <p>Have students write down a list of what they see, smell, taste, hear, feel (touch and emotions) when they put themselves in the desert at 2:00 pm. Ask them to specifically address the place, time, environment, and mood.</p> <p>Ask for some ideas of the things they listed and write them on the board.</p> <p>Model how you would make that into a descriptive writing piece on the setting, making sure to steer clear of a story or plot.</p>	
<p>VII. Assessment: -Observation on whether or not the students are staying on task. Give a plus or a minus.</p>	<p>Required Adaptations/Modifications: No adaptations required</p>
<p>VIII. Assignment: -While they are reading their books for the reading unit, challenge them to be thinking of how the author addresses the different aspects of setting in their stories.</p>	<p>Required Adaptations/Modifications: No adaptations required</p>
<p>IX. Self-Evaluation: -Did I clearly explain the four aspects of setting? -Were the students able to recognize how the different settings affect the senses?</p>	<p>X. Coop's Comments: On separate sheet</p>

Reflection on Day 1

Day 1 went really well. I discussed everything that I wanted to. The students seemed to be engaged. During the discussion on the different aspects connecting them to the senses, the students had some really good ideas.

I noticed that all of the children would listen to one student in particular. His name is Joseph and he is a great writer. It seems to me that the other children see him as a sort of expert when it comes to writing. This is something I can use in other lessons to get someone else “up front”, if Joseph is alright with it.

On a more personal note, I felt that I did really well as the teacher. My cooperating teacher was in the back of the room taking notes on what she wanted to remember for next year’s unit on the same stuff. She came up to me afterwards and told me that I really had the presence of a teacher up front.

Student Teacher: Christa Lindeman

Grade Level: 6th

Date: Feb. 28th, 2013

State Standard:

LA 6.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)
<http://nlc1.nlc.state.ne.us/epubs/E2000/R059-2009.pdf>

LA 6.2.2.c Write considering typical characteristics of the selected genre (e.g., biography, report, business memo, poem, essay, email, podcast) <http://nlc1.nlc.state.ne.us/epubs/E2000/R059-2009.pdf>

Subject: Language/Writing

Name of Lesson: Describe this Setting

Period / Time: 9:10-10:10 am

<p>I. Goal: -To teach students about writing in a descriptive mode to describe a setting and giving them practice doing that.</p>	<p>Required Adaptations/Modifications: No adaptations required</p>
<p>II. Objectives: -Students will be able to assess descriptive writing pieces using a exclamation point-plus-check-minus system with 80% accuracy. -Students will be able to describe a setting based off of a picture, including each aspect of setting and the senses with 80% accuracy.</p>	<p>Required Adaptations/Modifications: No adaptations required</p>
<p>III: Faith / Values Integration: -God has given us our senses to experience His creation around us. It is a way that He shows Himself to us.</p>	<p>Required Adaptations/Modifications: No adaptations required</p>
<p>IV. Integrated Technology: -Computer -Projector -CD player</p>	<p>Required Adaptations/Modifications: No adaptations required</p>
<p>V. Materials: -CD player -CD with calming, instrumental music -Projector -Chalkboard/chalk -"Setting" halfsheet assessments (included on page 22) -Sample descriptive writing pieces from previous classes (included on page 23) -Pictures of different settings (included below, page 21) -Paper -Pencils</p>	<p>Required Adaptations/Modifications: No adaptations required</p>

VI: Procedure:

(1 hour)

A. Set / Hook: (5-10 min.)

Go through what we had talked about the previous day

- Place
- Time
- Environment
- Mood
- Setting "SETS UP"

Write words on the board and discuss

- What do I mean when I say that the setting "SETS UP"?
(It sets up the plot, what the characters do, and what the mood is)
 - How are the senses affected by changes in place/time/environment/mood?
- Read a sample of a descriptive writing piece from a previous class

B. Transition: (2-5 min.)

Ask:

- Does this writing piece describe all of the characteristics of setting well?
- If not, what does the author do well?
- What could the author work on?

C. Main Lesson: (40-45 min.)

Pass out "Setting" half sheets

Assess the piece/pieces (depending on time) of writing we read.

- Assess one as a whole class to model the thinking process behind assessing it.
- If there is time to read and assess another writing piece, read the writing piece out loud and then have them assess it with their table partners/groups. Then, talk through it as a whole class.

Ask: "What is the difference between a descriptive writing piece and a narrative?"

- Narrative: Tells a story, has a plot line
- Descriptive: Paints a picture with words, can include the passing of time but has not plot line

Say: "Last week in reading, we talked about setting in Science, Fantasy, and Time Travel Fiction. I would read a portion of a story and you drew the setting that you heard the author describing. Now we are going to reverse this. I'm going to show you a picture of a setting and you are going to describe it with your words. What do you see, hear, feel, taste, and smell."

Show pictures and have them DESCRIBE the setting with their words

Required Adaptations/Modifications:

As students are describing the setting in the pictures, ask questions to help model the thought process behind describing a setting for those who don't know how to start. Some examples of these questions would be:

- Is it humid or really dry?
- Is it present day, future, or past?

As students are assessing the writing pieces, walk around to monitor discussion, to answer questions, and to provide support to whom-ever needs it.

Say: "Put me in that place by using good word choice and by appealing to my senses"

- As students are writing, put on music. When they are supposed to stop writing, turn off music."

After giving a couple minutes for a picture, talk through the different aspects of setting that they addressed in their writing

- What was this place? Did it have a name?
- What was the time? Was there any time?
- What was the environment like? Weather? Social environment?
- Was the mood happy? Sad? Desperate?
- What do you feel, see, hear, taste, and smell when you're in this setting?

Show one last picture and have them practice writing a descriptive writing piece about that setting.

D. Transition: (1 min.)

Say: "We assessed how previous students did with their descriptive writing pieces. Right now we are going to see how your classmates did with this practice writing piece."

E. Conclusion: (7-10 min.)

Have students read through their descriptive writing pieces with their table partners/group

Say: "Remember this is practice. So, give constructive feedback to your partners that will help them get better in their writing. Also remember to compliment them on what they did well!"

Have students answer these questions after reading through their partner's writing piece:

- What did they do well?
- Did they put you in that place with their words?
- What could they work on?

Bring class together as a big group once more to remind them to learn from what they just heard from their classmates.

Say: "Tomorrow we are going to be brainstorming for our descriptive writing pieces and then starting to write a rough draft."

VII. Assessment:

- Observation on whether or not the students are staying on task. Give a plus or a minus.
- Observation on whether they are understanding the process of descriptive writing.
- Do the students lean more toward narrative writing when describing the setting of the picture?

Required Adaptations/Modifications:

No adaptations required

<p>VIII. Assignment: No assignment for this lesson.</p>	<p>Required Adaptations/Modifications: No adaptations required</p>
<p>IX. Self-Evaluation: -Did I clearly model the process of assessing a writing piece? -Did I clearly model the thought process of writing a descriptive writing piece about a setting? -Did the students understand what was expected of them when they assessed each other's practice writing pieces?</p>	<p>X. Coop's Comments: On separate sheet</p>

Pictures of Different Settings Shown:



found at: http://4.bp.blogspot.com/-90saZPFkchs/TgJtEpXtX1I/AAAAAAAAAPY/TlvdSMfDBVE/s1600/Super_Nova_-_Space_Art%255B1%255D.jpg



found at: http://www.mediorayo.com/img.php?img=http://wallpapers-place.com/images/wallpapers/hot_day_in_the_desert_hd_widescreen_wallpapers_1680x1050.jpeg



found at: <http://yeahthatskosher.com/wp-content/uploads/2011/02/Kosher-Alaska-Cruise.jpg>



found at: <http://www.ramonbnuezjr.com/wp-content/uploads/2012/11/New-York-City-Bathed-In-Gold.jpg>

Setting



! + -
Great detail! **Alright detail** **Included some information** **No information**

	!	+	✓	-
Time				
Place				
Environment				
Mood				

Setting



! + -
Great detail! **Alright detail** **Included some information** **No information**

	!	+	✓	-
Time				
Place				
Environment				
Mood				

Descriptive Writing Pieces from Previous Classes

"Sleep Land" by Philip Grothaus

Sleep Land is a place where every thing is cozy and cuddely. Clouds are pillows and the fields are delicate blankets.

You always feel warn and welcomed. Your encouraged to go downtown our as we like to call it dream town. Were your sure to find the perfect dream for the night.

There are only two times of the day in Sleepland. Sleep time A.K.A. night, and wake time A.K.A. morning. At wake time they feed you crescents and coffee.

Then we hurry you off to work land but we won't get into that cause its boring and stale. And when everyone goes to work land theres not a pour soul to enjoy the cozzines of Sleep Land except for the dust bunnies, that hied under the bed while were at sleepland.

So we hope you come to SleepLand soon and join all the sleepaholics out there. Leasing rooms on comfy St and Temripedic Ave. So come on in we promise you a good night Sleep you look like you could use one.

"The awesomeness of MY guitar world" by Tanner 2009

In my world all of the sudden I am in a soft comfortable bed. I realize that I hear my favorite song is playing as my alarm. I look up and a glowing guitar is on the ceiling, then I look around me and there are huge guitar and drum couches. They all have heaters in the seats so I can sit in them and feel warm. I see a square in the wall and I start jogging and then sprinting and I jump through it.

I land on a waterbed then roll off. I walk into the middle of the room and I look at my 4 ft. long touch screen sound board. I push one button that says record and I hear this big powerful base drum. Just by looking at it I feel like I could rule the world. Around me on the ceiling, walls and on the ground are spaces, each one perfectly made for each guitar and in all the spaces there is no gravity and they floated in the spaces perfectly. The guitars are everywhere! In all four corners of the room there are drum sets to rock out on.

There is another square on the right side of the room. I ran and jumped through it into the exercise room. This is a room to practice sliding on your knees with your guitar. There are ramps everywhere and spare old guitars that you can use.

On the right side of the room there is an escalator that leads to my golden room where in the middle of the room there are my favorite things... my **BIBLE** and my *Les Paul*. My *Les Paul* was made out of wood from the first shelves that held *Les Paul's*. On a stand next to them are my favorite songs to play on the guitar and just listen to.

That's what my dream world would be like.

Reflection on Day 2

Day 2 was another good day. I didn't need to make any adjustments to this lesson plan because of how well Day 1 went. I also didn't need to make any adjustments while teaching this lesson plan because the students were tracking with me really well. One thing that I didn't do as much as I had planned was get the students talking to their table partners/groups. We did that a bit, but the large group discussion was going really well. Before the lesson started, I thought that it would be beneficial to review what we had learned the day before about the different aspects of setting.

The children were really on task today. They worked quietly when they needed to and they had good discussions when it was time for that. My cooperating teacher said that that was because they were responding well to great teaching. I appreciated that comment, but I was playing off their mood. I could tell that they were going to be more self-directed today just by the way they got right on task during journal time.

Some cool things happened during our discussion about the different pictures that I want to write down. The first was a really cool insight by one of the boys, Hunter H. I showed the picture of the cruise ship in Alaska and gave them time to write a description of that setting, appealing to the senses. When I asked about different things that they focused on, Hunter rose his hand and said that this is what a little boy with a really good imagination saw when he was playing with a toy ship in his bathtub. We were able to discuss the different points of view about setting from that. I couldn't have planned that happening, which was fun to see it actually happen. Another cool thing that happened was during our discussion on the picture of the desert. A boy named Cutter rose his hand and said that he named that place Devil's Island and that when you were far away from it, it looked really luscious and inviting but once you got into it, that's what you saw. We were able to talk about how the devil's temptations look really nice from far away, but once you get in the middle of it, you realize that it's not as great as he made it seem. That was another thing that I couldn't have planned happening but I'm really glad it did because we had a great faith discussion.

I got through everything that I wanted to today and the children seem to be understanding everything that I'm wanting them to. Because of this, I'm not going to make any modifications on my next lesson plan.

Student Teacher: Christa Lindeman

Grade Level: 6th

Date: March 1st, 2013

State Standard:

LA 6.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct) <http://nlc1.nlc.state.ne.us/epubs/E2000/R059-2009.pdf>

LA 6.2.2.c Write considering typical characteristics of the selected genre (e.g., biography, report, business memo, poem, essay, email, podcast) <http://nlc1.nlc.state.ne.us/epubs/E2000/R059-2009.pdf>

Subject: Language/Writing

Name of Lesson: Setting and Characters

Period / Time: 1-2 pm

<p>I. Goal: -To teach students how a character is affected by the setting</p>	<p>Required Adaptations/Modifications: No adaptations required</p>
<p>II. Objectives: -Students will be able to identify the aspects of a setting that affects the character with 80% accuracy. -Students will be able to brainstorm ideas of a setting that a character with a certain appearance would come from with 90% accuracy.</p>	<p>Required Adaptations/Modifications: No adaptations required</p>
<p>III: Faith / Values Integration: -God gives us the people and the things around us. Those things have affected us. We should surround ourselves with good friends and good movies, music, books, etc. so that they will affect us in a positive way!</p>	<p>Required Adaptations/Modifications: No adaptations required</p>
<p>IV. Integrated Technology: None used</p>	<p>Required Adaptations/Modifications: No adaptations required</p>
<p>V. Materials: -"Setting 'SETS UP'" worksheet (included on pages 28-29) -Pencils -Paper -Chalkboard/Chalk -Descriptive writing piece from a previous class (included on pages 31-32) -"Descriptive Writing" sheet (included on page 30)</p>	<p>Required Adaptations/Modifications: No adaptations required</p>

<p>VI: Procedure: (1 hour)</p> <p>A. Set / Hook: (5-7 min.) Read a descriptive writing piece from a previous class Discuss how a character from that place would look like and how they would act</p> <p>B. Transition: (1 min.) Say: "When we say that the setting "SETS UP", we mean that it affects things. One of the things that it affects is the characters. The setting will affect how the characters look and how they would act."</p> <p>C. Main Lesson: Hand out "Setting 'SETS UP'" worksheet. Explain: -"Since the setting "sets up," or affects the characters, we can think of what a setting might be like based on the appearance of a character. That is what we will be doing with these characters on your paper. Brainstorm what setting each of them might come from." Do the first one together as a class. Give them time to brainstorm the setting that each of the other characters came from. - For each of the characters, play music that would fit their setting. For example, play renaissance-type music for the knight in armor. -Stop the music when they should be done writing about the setting of that particular character. Pause after each one to discuss the setting that they thought that character would come from. After brainstorming for each of the characters, hand out the "Descriptive Writing" sheet</p> <p>D. Transition: Say: "For your assignment this weekend, you will be writing from the perspective of one of these characters. Put yourself in their shoes and describe the setting around you."</p> <p>E. Conclusion: Go through the "Descriptive Writing" sheet so they clearly understand what they will be expected to do. Ask if they understand the assignment. Answer any questions. Give them time to start writing a rough draft for one of the characters on their sheet.</p>	<p>Required Adaptations/Modifications: Provide support for the students on the worksheet and the rough draft writing, if needed.</p>
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<p>VII. Assessment: -Observation through discussion on whether or not they were understanding the connection between character and setting. Give them a check or a minus.</p>	<p>Required Adaptations/Modifications: No adaptations required</p>
<p>VIII. Assignment: -Typed rough draft of a setting choosing one of the characters from the "Setting 'SETS UP'" worksheets. Other requirements are on the "Descriptive Writing" sheet.</p>	<p>Required Adaptations/Modifications: No adaptations required</p>
<p>IX. Self-Evaluation: -Did I clearly explain the connection between character and setting through modeling writing about the first character on the worksheet? -Were my directions about their assignment clearly communicated to the students?</p>	<p>X. Coop's Comments On separate sheet</p>

Setting "SETS UP"

Characters



Directions: For the characters below, describe the setting they came from. Use the descriptive mode of writing. (Avoid narrative!)

1. A sunburned woman in flip-flops and shorts

2. A person in a flight suit that has been ripped and burned

3. A bundled up man with a long, frozen beard

4. A man in a metal knight suit



Descriptive Writing Piece

Describe the setting that your character just came from

- Make the **TIME, ENVIRONMENT, PLACE, and MOOD** come to life!
- Use your **SENSES!**

Writing Mode: **DESCRIPTIVE** (paint a picture with your words)

- No plot! (NOT narrative)
- If there is a character... it is YOU!

Details:

- Minimum **1 full page** (typed/double spaced - use a fun, readable font!)
- Focus on **IDEA, ORGANIZATION, WORD CHOICE, and CONVENTIONS**

Schedule:

- Friday:** Brainstorm/Prewrite/Start to draft
- Monday:** Typed rough draft due - revise & edit/final draft
- Tuesday:** **FINAL DRAFT DUE** - personal evaluation



Descriptive Writing Pieces from Previous Classes

"Musitrician City" by Dalton McGerr 2009

I was driving home from my intense basketball practice and talking to my dad when I heard my favorite song on the radio. After I got home, I grabbed my iPod in a hurry, to listen to the song again, before I went to bed. Then I trotted upstairs and got snuggled in my bed and actually put the earphones in my ears. Next I heard the sound of a vanishing click. That's all there is to it, I just got myself into a crazy dream world with blaring sounds and colorful buildings. I call it my dream world.

In my Dream World there is a city, a mystical city called Musitrician City. The city it is always a dark, cool night, with gargantuan colorful buildings. In Musitrician City there is always energetic, electric music playing, everyday non-stop. When the music plays the buildings change colors to make the night glisten with brightness and put on an amazing show of lights. I can taste the excitement of the lights going from color to color. I can feel the vibrating sounds bouncing off my body. For example, if the music plays fast the buildings are excited red, if it plays sad music the buildings are a grungy green, or if it's quiet you'll see soothing light blue. The buildings are not just plain ordinary buildings though. They sway to the flowing music depending on the type of music. But the streets are all a boring black except for the bright, vibrant yellow lines that move all over to the beat of the music, (this makes driving a terrifying experience). Then, the magical light show continues with the cars. The cars change colors as the moods of the driver's change, which is a sight to see. For instance, the color blah brown means grumpy, vibrant yellow associates happiness, pink is playful and fun, and red is a dark vicious mean. It is best to see blue, because that means the person is a calm driver.

The city I just described is my city and it's called Musitrician City. It is a city of music, a colorful, city of music. All of the sudden I'm startled, so I open my eyes and it's morning. I had the best dream or, was it a dread, of my life! Guess what I hear on my alarm radio as I'm scratching my eyes to wake up? My favorite song, I listen to it and smile while I gaze at the ceiling.

"That Great Horizon" by Steven H. 2006

I was riding my bike on a country road on a very cloudy day, when I reached the top of a hill. I could see forever. I could also see the great horizon, the only place where the sun was shining. Yes, that great horizon, where the sun mostly shines, and the rain does not bring tears.

Not a candyland or toyland. No, a different place. A place where time has no meaning. Where all you can see is lush feilds, thik forests, full brooks, and majestic mountains that meet a Colorado blue sky.

This place is a little like heaven. You can talk to God any time, and you are not distracted by worldly plesures. To get to heaven, you needs God's help. To get to the great horizon, you need a little imagination.

Yet still, I believe this place exists, for I myself have seen a slice of it.

I just know there is a place where the sky finaly meets the mountains. That is my dream place, the great and grand horizon, where the sun mostly shines, and the rain does not bring tears.

Reflection of Day 3

Today didn't go as well as the previous days. First, our time was interrupted by a test that needed to be that day but wasn't on the original schedule. So, we described the setting of the first character on the worksheet as a class, but then they had to put that away to go to the computer lab to take their test. Second, the children were having a hard time just describing the setting that those particular characters came from. I even tried to get them to think differently by having them put themselves in the shoes of those characters and then describe the setting. They still leaned toward the narrative side of writing. So, I changed the requirements for their Descriptive Writing Piece. Instead of them describing the place that a particular character came from. They had the freedom of writing about their dream world.

We went through the "Descriptive Writing Piece" sheet (found on page 30) as a class. Then I gave them time to brainstorm on what they wanted to write about. I didn't feel as good about this lesson as I had the others. However, my cooperating teacher encouraged me by saying that I had adjusted well to the needs of the students. Some students asked if they could still write about the setting that a particular character came from. I said that it was alright as long as it was a descriptive writing piece.

Because of how today's lesson went, the next lesson is going to need a few modifications. I planned on talking a bit about their characters and the different settings that they had put them in. That was going to be the hook to my lesson. However, now I am going to write my own descriptive writing piece to read to them as the hook. Other than that, not much will need any modifications.

Student Teacher: Christa Lindeman**Grade Level:** 6th**Date:** March 4th, 2013**State Standard:** LA 6.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing <http://nlc1.nlc.state.ne.us/epubs/E2000/R059-2009.pdf>**Subject:** Language/Writing**Name of Lesson:** Assessing Our Writing**Period / Time:** 1-1:45 pm

I. Goal: -To teach students how to assess descriptive writing and provide feedback to the author.	Required Adaptations/Modifications: No adaptations required
II. Objectives: -Students will be able to assess a partner's descriptive writing piece using a provided rubric with 90% accuracy. -Students will be able to use feedback to correct their own writing with 90% accuracy.	Required Adaptations/Modifications: No adaptations required
III: Faith / Values Integration: -We provide feedback to other authors to help them improve their writing just as we should lovingly provide feedback on the behaviors of others to help them act more Christ-like so they can shine His light to the world.	Required Adaptations/Modifications: No adaptations required
IV. Integrated Technology: -Document Reader -Projector	Required Adaptations/Modifications: No adaptations required
V. Materials: -Document Reader -Projector -Rubric (included page 37) -Students' rough drafts -Chalkboard/Chalk -"My Mountain Paradise" (included on page 38)	Required Adaptations/Modifications: No adaptations required

VI: Procedure:

(45 min.)

A. Set / Hook: (7-10 min.)

Have students find a wall to read their paper to, encouraging them to fix any mistakes they hear while reading it out loud to the wall.

Once they are finished, have them sit in their desks and read their book for the Reading unit.

After everyone is finished and in their desks, read "My Mountain Paradise"

B. Transition: (1 min.)

Say: "Since you were writing about a setting, I decided that I would write a descriptive writing piece as well. I know that it's not perfect, so let's assess it as a class."

C. Main Lesson: (15-20 min.)

Hand out rubric to the students.

Have them glance over it with their table partners.

Using the document reader, assess "My Mountain Paradise" as a class, modeling the thinking process that goes behind assessing a descriptive writing piece.

Say: "Now you are going to assess each other's writing pieces using the rubrics that I gave you."

Give directions for what they are to do and write them on the board:

1. Read & Provide feedback:

- a) 3 things they did well
- b) 1 thing they could work on

2. How did they do on word choice & conventions?**3. After you're done, be in or under your desks quietly:**

- a) reading
- b) making your Book Cover (for Reading)

D. Transition: (1 min.)

Announce the partners/groups for the read-through and assessment (figured out ahead of time)

E. Conclusion: (15-20 min.)

Give them time to assess each other's writing pieces.

Walk throughout the room to observe whether or not they are giving constructive feedback to their peers.

After they are all finished, say: "Take your rough draft home tonight and fix it on the computer to make your final draft. The rubric you got today is the exact same one I will be using to assess your writing. So, you can take that home as well for a reference."

Required Adaptations/Modifications:

- Provide support for the read-through and assessment time if needed.

<p>VII. Assessment:</p> <ul style="list-style-type: none"> -Did the students have their rough drafts? Give them a plus or a minus. -Did the students provide constructive feedback to their peers? Collect rubric sheets they filled out for each other. Give a plus for great feedback, a check for alright feedback, or a minus for bad feedback. 	<p>Required Adaptations/Modifications:</p> <p>No adaptations required</p>
<p>VIII. Assignment:</p> <ul style="list-style-type: none"> -Use the feedback they got from their peer(s) to improve their writing for the final draft. -Typed final draft due the next day. 	<p>Required Adaptations/Modifications:</p> <p>No adaptations required</p>
<p>IX. Self-Evaluation:</p> <ul style="list-style-type: none"> -Did I clearly communicate their expectations for the read-through and assessment time? -Did the students understand how to assess a descriptive writing piece after I modeled it? 	<p>X. Coop's Comments:</p> <p>On separate sheet</p>

Setting Rubric

Student Name:

	—4—	—3—	—2—	—1—
Idea	<ul style="list-style-type: none"> Creates a clear picture Is well focused on topic Contains numerous, relevant details Writing is original and unique 	<ul style="list-style-type: none"> Creates a general picture Occasionally wanders from topic Contains adequate, relevant details Writing is acceptable, even if not unique 	<ul style="list-style-type: none"> Creates a somewhat confusing picture Some wandering from topic Contains limited or unrelated details Writing is vague 	<ul style="list-style-type: none"> Creates little, if any, picture Frequent wanderings from topic Lacks supporting details Writing is repetitious or disconnected
Organization	<ul style="list-style-type: none"> Structure includes a good beginning, middle, and end Order is logical and effective Pacing is well-controlled Transitions show how ideas connect 	<ul style="list-style-type: none"> Structure includes a beginning, middle, and end Order is functional and logical Pacing is okay Transitions work 	<ul style="list-style-type: none"> Structure of beginning, middle, and end is incomplete Order is somewhat logical Pacing is sometimes inconsistent Transitions are repetitious or missing 	<ul style="list-style-type: none"> Structure does not include beginning, middle, and end Order is random Pacing is awkward Transitions are missing
Conventions	<ul style="list-style-type: none"> Paragraphing is solid Grammar, punctuation, and spelling are mostly correct Conventions may be manipulated for style 	<ul style="list-style-type: none"> Attempts at paragraphing are generally successful A few errors don't distract the reader 	<ul style="list-style-type: none"> Paragraphing is irregular Errors appear frequently and may distract the reader 	<ul style="list-style-type: none"> Paragraphing is missing Errors throughout distract the reader
Word Choice	<ul style="list-style-type: none"> Uses specific and precise language Displays natural and appropriate language Uses vivid words and phrases Avoids clichés and jargon 	<ul style="list-style-type: none"> Usually uses specific and precise language Displays language that sometimes seems forced Uses some vivid words and phrases Mostly avoids clichés and jargon 	<ul style="list-style-type: none"> Uses language that occasionally specific and precise Displays language that often forced Uses few vivid words and phrases Some overuse of clichés and jargon 	<ul style="list-style-type: none"> Uses language that is neither specific nor precise Contains misused or overused words or phrases Uses limited vocabulary Uses clichés and jargon rather than original language
Mode	<ul style="list-style-type: none"> Paints a clear picture of setting Avoids narrative writing for the most part Uses the senses to communicate setting 	<ul style="list-style-type: none"> Paints a general picture of setting Includes some narrative writing Generally uses senses to communicate setting 	<ul style="list-style-type: none"> Paints a vague picture of setting Includes quite a bit of narrative writing Rarely uses senses to communicate setting 	<ul style="list-style-type: none"> Does not paint a picture of setting Mostly uses narrative writing Little, if any, use of senses to communicate setting

! Great detail!

+ Alright detail

✓ Included some information

— No information

	!	+	✓	—
Time				
Place				
Environment				
Mood				

My Mountain Paradise

Come with me to my mountain paradise. This paradise is not on the top of a mountain but in a valley; a valley that is green and luscious with wild, bright grasses. There are flowers sprinkling vibrant purples, blues, reds, and oranges across the meadow.

Beyond, in the distance, are white cap mountains, staring down with their majestic, rocky ridges. While the midday sun shimmers in a sapphire sky, a slight breeze lightly blows, bringing a cool kiss to the skin and the scent of summer and contentedness. The happy sound of that soft breeze singing as it passes through nearby pine trees envelops anyone who is there. So, come with me to this place of relaxation. Come with me to my home.



Reflection on Day 4

Day 4 went much better than I had expected it to go. Everyone other than two boys had their rough drafts which really helped my lesson go well. Those two boys who didn't have their rough drafts were put into groups of three so they still were able to assess a peer's rough draft and give some feedback. I assigned the groups that they would be discussing which worked out really well. I tried to put them with people I knew they would work well with but weren't friends so they wouldn't get anything accomplished. The discussions that I listened in on were really good.

I collected all the rubrics they filled out and gave them a plus, check, or minus depending on the feedback they gave to each other. Then I passed the rubrics back to the students so they could use it as a reference while they were typing up their final draft.

I'm not going to make any modifications on the next lesson because of how today went. I don't feel as though it's necessary. I did make some modifications to the student's self-assessment sheet. It was originally going to include a question about their character connecting to the setting. However, since we didn't end up doing that, I took it off the sheet.

Today I wasn't up front much, but I feel as though I did a good job of delegating the tasks and gave the students a clear picture of where they were to go with their discussion. So, even though I wasn't the up-front teacher much today, I feel as though I still did a good job at being the teacher. My cooperating teacher wasn't in the classroom much while the students were discussing, which I took as a good sign that she trusts me to manage that well.

Student Teacher: Christa Lindeman**Grade Level:** 6th**Date:** March 5th, 2013

State Standard: LA 6.2.1.f Publish a legible document (e.g., report, podcast, web page, PowerPoint) that applies formatting techniques to aid comprehension (e.g., differing fonts, title page, highlighting, spacing) <http://nlc1.nlc.state.ne.us/epubs/E2000/R059-2009.pdf>

Subject: Language/Writing**Name of Lesson:** How did we do?**Period / Time:** 9:15-10 am

I. Goal: -To have students assess their own writing and the unit as a whole.	Required Adaptations/Modifications: No adaptations required
II. Objectives: -Students will be able to assess their own writing using a rubric with 90% accuracy. -Students will be able to reflect on the unit.	Required Adaptations/Modifications: No adaptations required
III: Faith / Values Integration: -We should be honest with each other on how they should act more like Christ, but as Christ said in Matthew 7:5, we should examine ourselves and our own actions so as to make ourselves more Christ-like.	Required Adaptations/Modifications: No adaptations required
IV. Integrated Technology: None used	Required Adaptations/Modifications: No adaptations required
V. Materials: -"How Did We Do?" self-assessment sheet (included on pages 8-9) -"My Mountain Paradise" (included on page 38) -Students' final drafts -Pencils -Chalkboard/Chalk -Books or other homework for those who finish earlier than the others	Required Adaptations/Modifications: No adaptations required

<p>VI. Procedure: (45 min.)</p> <p>A. Set / Hook: (5-10 min.) Hand out "How Did We Do?" self-assessment Walk through what they are supposed to do on each side.</p> <p>B. Transition: (1 min.) Model how you would rate yourself on "My Mountain Paradise"</p> <p>C. Main Lesson: Answer any questions they might have Write on the board what they can do when they are finished: 1. Hand in finished self-assessment and final draft to me. 2. Quietly in or under your desk: a) Read b) Work on other homework Give them time to fill out the self-assessment Collect the self-assessments as well as their final drafts</p> <p>D. Transition: Say: "Congratulations on finishing your final drafts! Now let's celebrate by reading them out loud!"</p> <p>E. Conclusion: Read through students' final drafts, not revealing the author. Give two claps for the author after reading one piece. Ask for two compliments. If the author wants to claim it after the claps and the compliment, they can. Read through as many as time allows. If you don't get finished with all of them, read through the rest another day.</p>	<p>Required Adaptations/Modifications: - Provide support on the "How Did We Do?" sheet, if needed.</p>
<p>VII. Assessment: -Did they have their final drafts? Give plus or minus. -Did they assess themselves truthfully? See how they rated themselves and give a plus for yes and a minus for no.</p>	<p>Required Adaptations/Modifications: No adaptations required</p>
<p>VIII. Assignment: No assignment</p>	<p>Required Adaptations/Modifications: No adaptations required</p>
<p>IX. Self-Evaluation: -Did I clearly communicate the directions for the "How Did We Do?" sheet</p>	<p>X. Coop's Comments: On separate sheet</p>

Reflection on Day 5

Again, today went well. There were a few that didn't have their final drafts. Some of them didn't even type it up and others had misplaced it. In those cases, I had them either fill the self-assessment out assessing their final drafts which weren't there. Those who didn't finish the final draft weren't to fill out the first page of the self-assessment until they had their final draft done.

I gave clear directions on what they were to do on each side of the self-assessment and also what they could do after they were finished filling it out. The whole "in or under your desk" direction worked really well both yesterday and today to keep the students done early working on something quietly.

After getting the self-assessments back, I learned that the children did find it difficult to write in the descriptive mode at first. Most of them wished we could have had more time to learn about it but liked that we used a variety of ways to think about the setting. They also really seemed to get that setting is an important part of a story.

Afterthought:

Those who didn't have their final drafts on day 5 brought them the next day and were able to finish the self-assessment that same day.

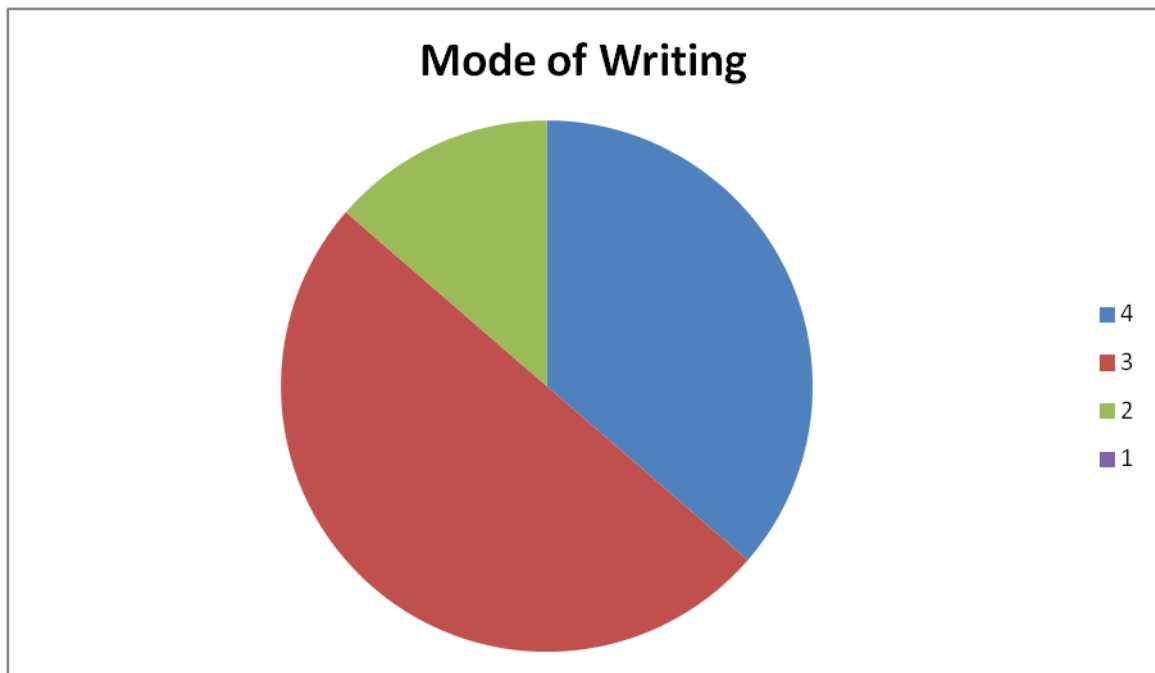
Post-Assessment

The final assessment, or their performance task was a descriptive writing piece on a setting. Originally the students were to choose a character from the “Setting ‘Sets up’” worksheet and, putting themselves in their shoes, write about what the setting looked like around them. The purpose behind this was to get them to see the connection between setting and characters. The setting “sets up” the character’s appearance and actions. The students weren’t able to shift their mindsets to think of how that particular setting would be like without including a narrative. Since one of the main focuses in this unit was the descriptive mode of writing, I felt as though having them describe a setting that a character came from would be setting them up for failure as far as assessing their mode of writing goes. So, I changed the performance task so that they could choose any setting that they wanted to describe. Most chose to write about their dream world. There was one girl who chose to describe a setting from the perspective of a girl with torn and dirty clothes. She described a city setting from a homeless girl’s perspective.

I assessed the post-assessment the same way I assessed the pre-assessment, with a rubric. I even graphed the findings of the post-assessment in the same fashion I graphed the pre-assessment. Those graphs are on pages 44 and 45.

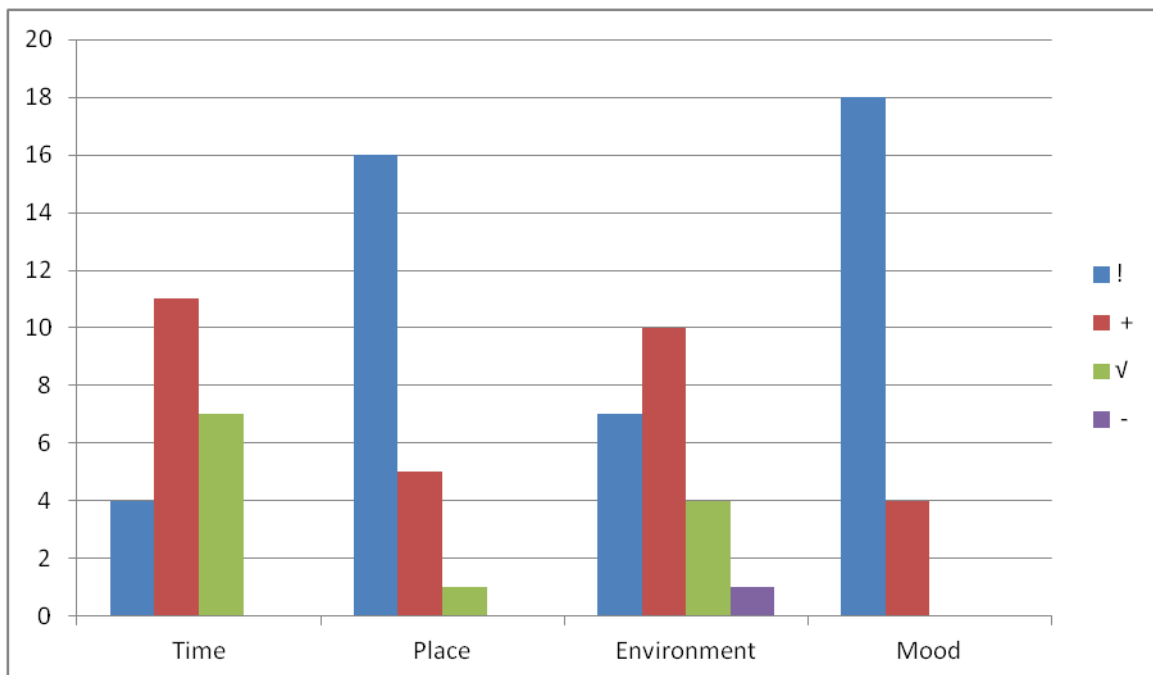
Chart of Scores for Post-Assessment

	Idea	Organization	Word Choice	Conventions	Mode
Riley	3	3	3	3	4
Caitlyn	4	4	4	3	4
Cutter	4	3	4	3	4
Kaleigh	3	3	4	4	3
Lexi	3	4	4	4	3
Mattie	4	3	3	3	3
Andrew	4	3	4	4	4
Madison	3	4	3	2	3
Allison	3	4	4	4	3
Joseph	3	4	4	4	2
Lexis	4	4	4	3	3
Olivia	4	4	4	4	4
Hunter H.	3	3	3	4	3
Easton	4	4	4	4	3
Emily	4	4	4	4	4
Nathan	3	4	3	4	3
Logan	3	4	3	3	3
Jaina	3	4	3	4	2
Rachel	4	4	4	3	4
Hunter S.	4	4	3	3	3
Abram	3	3	3	4	2
Tara	4	4	4	4	4



Aspects of Setting

	Time	Place	Environment	Mood
Riley	√	!	!	+
Caitlyn	+	!	+	!
Cutter	+	!	+	!
Kaleigh	!	√	+	!
Lexi	+	!	!	!
Mattie	+	!	√	!
Andrew	!	!	+	!
Madison	!	+	!	!
Allison	+	!	+	!
Joseph	+	+	+	!
Lexis	+	!	!	!
Olivia	+	!	+	+
Hunter H.	√	+	+	!
Easton	!	!	+	!
Emily	√	!	!	!
Nathan	+	!	√	!
Logan	√	!	√	!
Jaina	√	+	-	!
Rachel	√	!	!	!
Hunter S.	+	!	+	!
Abram	√	+	√	+
Tara	+	!	!	+



Reflection on Post-Assessment

Just as I was at the beginning of the unit with the pre-assessment, I'm amazed at the skilled writers in this class. There are some really great writers, which as the graphs show, can write in a descriptive mode of writing quite well. There were still those that didn't quite get there and included some narrative, but if they mostly had descriptions, they still got a 3 on the scale. They also did a great job of activating the imagination when writing about a certain place. Their writing definitely appealed to the senses. I had a girl come up to me and tell me that she likes descriptive writing better because she doesn't have to tell a story. She said that telling a story is more stressful to her because she knows how to start the story but she has a difficult time ending it. She found focusing on describing a place to be easier and made the story flow more naturally.

In the previous pages, there are graphs showing the scores of the students in the post-assessment, or their performance task. It is clear that they had made improvement in their ability to write in the descriptive mode as well as their ability to address the four aspects of setting using detailed descriptions. As I said above, I was impressed with their imaginative pieces of writing as well as their ability to take me to the place they were describing. As a celebration of finishing their writing pieces, I read them out loud to the class. They loved being able to hear each other's work and to compliment them on their pieces. There were those whose writing pieces brought a hush over the class and caused jaws to drop. There were also those who made their classmates smile and laugh describing a place with language that could only come from them. It was great to reflect and celebrate.

On the following pages, I've included some pictures of the students' final drafts. Then, on page 51 there are two graphs that compare the pre-assessment scores with the post-assessment scores, tracking the students' improvement.

The City
Tara Van Vliet
March 5, 2013

Wow!
I walked to my window and looked down at the street and saw people from all walks of life. Cars are coming from every direction. Billboards are telling you to buy their product. The smell of car exhaust and cigarette smoke filling the air like a perfume! Gray and black buildings that seem as if they can touch the sky line the street. I heard people's shoes hitting the sidewalk with quick force.

Rain started to fall. It started as a gentle sprinkle then it got harder and harder. Soon it felt like bullets hitting the window. I saw umbrellas fly up and people walking into the tall buildings. Then the street turned quiet. The bright yellow taxis drove away. All the people went into the buildings.

That was when I saw the beauty of a big city. The buildings were looking at me telling me to come out so I did. When I came outside the rain stopped the sun came out and the craziness of the city began again.

The taxis, buses, cars and vans started filling up the street. People began running and walking down the sidewalk dodging each other as they went. Street performers were playing their music filling the air with joy and excitement. The turning of the Ferris wheel brought happiness and pleasure to those who rode on it. Restaurants were bringing people in and out like revolving doors. I walked back home and ran up to my window and watched the beauty and craziness of the city.

Wow!
Tab!

My Setting

By Rachel Rickels 3/5/13

On a hill on a cross a precious Lamb shed
 its blood. For skies of gray, and rain of
tears for we all mourn for our dear Savior.
 No sun has shown, but the cloudy gray skies
 have their place by covering that golden
 sun. For there was a fowl stench of sour
 wine & poison food they offered up to the
 old rugged cross, but on that old rugged
cross was a Man that did not do a thing, but
 that is the place I call Calvery.

Wow, Rachel!!
 This is great... so
 moving. This Man
 didn't do a thing,
 but He did everything
 for us so we can
 live in heaven with
 Him someday. I
 loved it!

My Dream Mountain!

By: Emily Kraai 3-4-13

My dream mountain is a joyful and pain free place, and when I say pain free place I mean no tears, no pain, or in other words JUST LIKE HEAVEN! Now, this is my dream mountain.

As I am skiing down my dream mountain, all I can see is pure white snow that is powdery and fluffy! In some areas there are bumps and sometimes its just flat and easy, but I always get past whatever there is. I also see trees that sparkle when the sun hit its branches. My favorite is just the wide-open space all around me, when I can hear the wind howling as it blows straight into my face.

Sometimes I can taste the snow as it hits my tongue and trickles as it goes down my throat. I can also smell the nice cool fresh air as it blows up my nose, but that's not all! The best part is there is no time at my dream mountain so I can go there wherever I am and whenever I want! And the most important part is that I can feel Gods presents with me when I am there. Like He is skiing there right beside me! This is my dream mountain. AKA, my heaven!

There isn't anything
like skiing, is there? It's
fun, and challenging all
I loved how you put me
in my mountain!

That is
God's
Present

In the City

By: Lexis Friesen

3-5-13

50

I'm cold. Its winter now and I have no coat. I feel like I am in a giant freezer waiting to die. I haven't eaten in a couple days. I'm so hungry I'll eat anything. My mom just left to go to the dumpster across the street to see if there is any salvageable food. Sometime the food smells. Kind of like the steam blowing from the man whole covers. But usually the food is okay. Those city slickers let everything go to waste. **If only they knew how grateful they really should be.**

It's getting dark now. The city lights are pretty at night. Sometimes the way they sparkle reminds me that everything is going to be okay. But when the sun goes down it also gets colder. I'm the oldest in my family so I usually hold my little siblings until they stop shivering like vibrators and go to sleep. As I'm lying on the hard cement, I can here they sound of the horses feet walking around giving carriage rides to the rich people.

In the morning I get up before the sunrise and walk to the café a couple of blocks away, to see if they threw anything out the night before. I can usually find some sort of pastry or cake to take back. Usually they are dry or sour. That's why they throw them out. But right now any food is good food. Sometimes I can even find some old fruit if I'm lucky. I usually don't even eat breakfast. I get it for my family.

If only my dad had stayed around. He could help. Everyone is probably awake now. So I walk back to the alley where we sleep, feed my family and try to stay alive.

Good job!
It's difficult at times to look
outside of our own lives and
experience things from another's
perspective. We have so much
to be grateful for! I'm grateful
for you 😊
- Miss L

Chart of Improvement for Mode of Writing

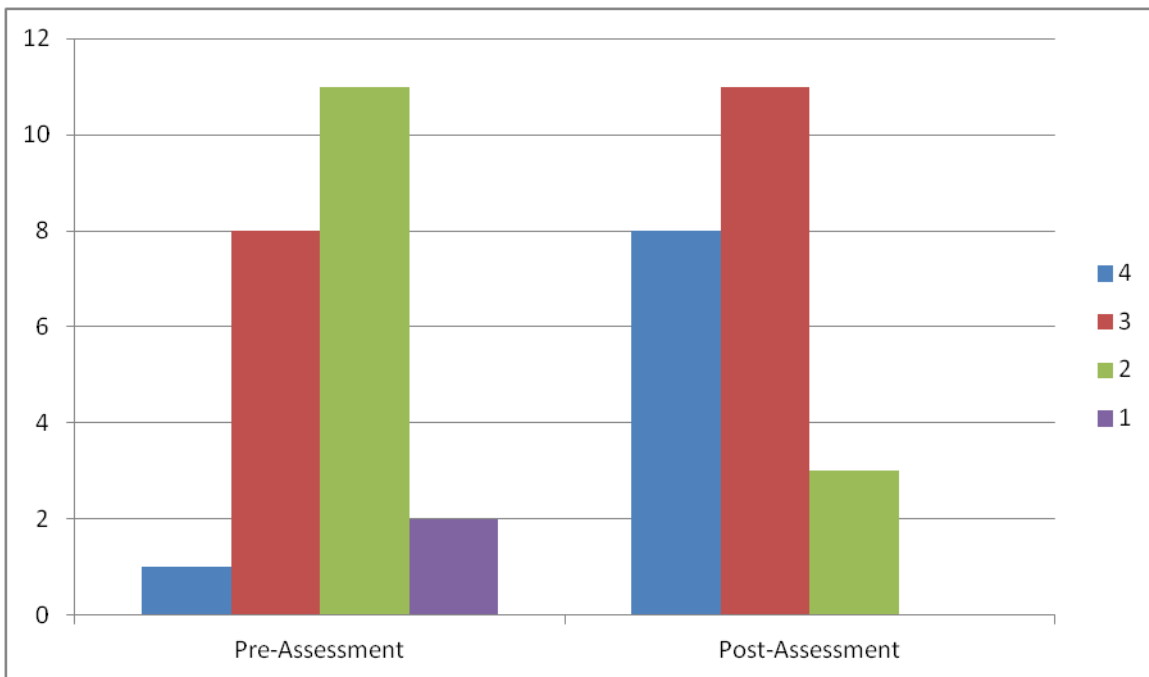
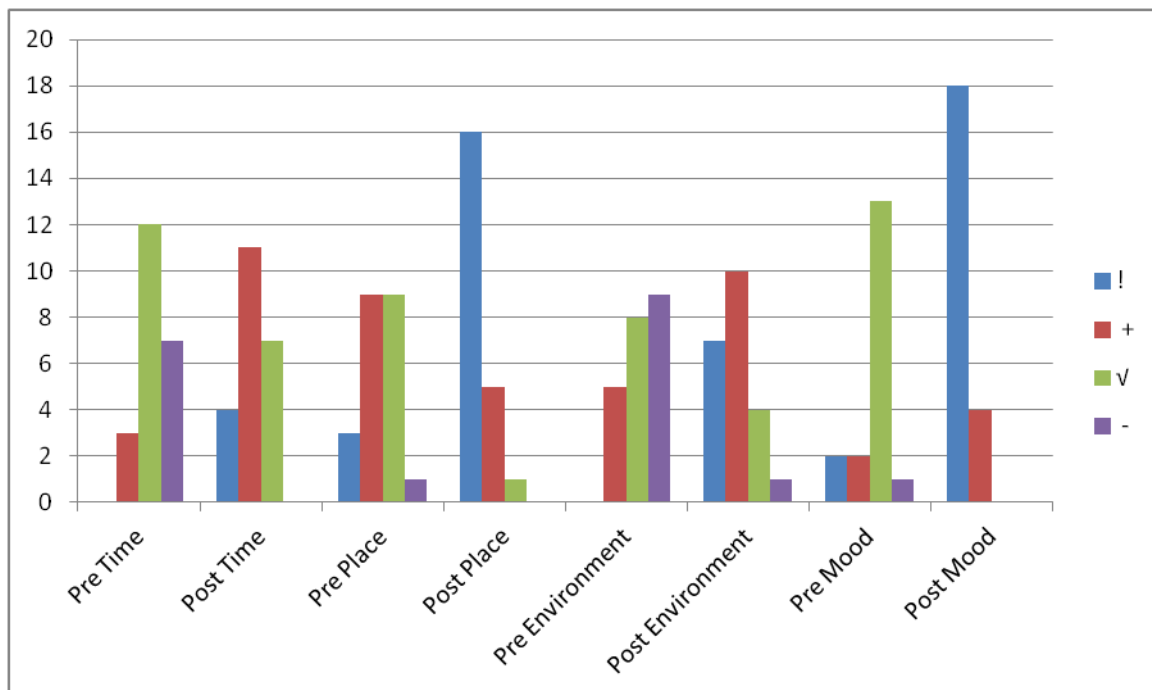


Chart of Improvement for the Aspects of Setting



Unit Reflection

The unit went really well. Since the language unit on nouns took a little longer than expected because of snow days and half-days, I wasn't able to start my Teacher Work Sample unit as early as expected. I felt a bit rushed and I think the students felt rushed as well. Many of them mentioned that they would have liked more time to brainstorm and write in class where they could ask questions and bounce ideas off of their classmates. In my opinion, this unit could have used a bit more time, but I wouldn't give it too much more time only because with too much work time, children tend to get restless. I noticed that on the day that we were brainstorming. I ended up taking a brain break and playing a short game with the students so that they could get a bit of their chattiness and wiggles out.

I felt that I grew as a teacher throughout the unit. The first few days went really well and then there was a more difficult day where I had to think on my feet and change what was expected of them. The students really appreciated that I let them choose a setting that they could describe. As one boy wrote on his self-assessment sheet, doing that was easier for them. This was probably the case because I wasn't forcing them to think in one manner. They could look at a setting from whatever perspective they wanted. Most looked at it from their own perspective which allowed them to write about that setting in a more natural way.

Another area in which I feel I grew was picking up the little hints that students were unintentionally giving me about when they needed to have a break or when they needed a little more guidance on what to do and how to do it. My cooperating teacher told me that I really mastered the "art" of teaching during the unit. I went from having great lesson plans to being the teacher and learning how to best manage the children as well as the material.