

Demographic Profile – Prince William County Schools & Triangle Elementary

Part I – Introduction

I fulfilled my student teaching internship at Triangle Elementary School in Triangle, Virginia. For the first 7 weeks I worked with a first grade teacher of 27 years and 19 excited first graders. During the last 7 weeks I worked with an energetic third grade teacher and 20 delightful third graders.

Triangle is located in Prince William County, a community in northern Virginia. Triangle is bordered next to Quantico Marine Corps Base. There are several community colleges and universities within one to two hours drive.

Part II – The School and the School System

Prince William County has fifty-seven elementary schools, sixteen middle schools, fourteen high schools, two traditional schools, two alternative schools, and three special education schools with a total enrollment of 81,937 students. As shown in the following chart more males than females make up the student population in Prince William County, while at Triangle Elementary; male and female students are about the same.

Population of PWCS and Triangle Elementary by Gender

	Males	Females	Total
PWCS	42,210	39,727	81,937
Triangle Elementary	395	392	787

The chart below shows the diversity among the students attending schools in the county. The student body at Triangle Elementary is less diverse than the statistics reported for Prince William County Schools together.

Population of PWCS and Triangle Elementary by Race & Ethnicity

	PWCS	Triangle Elementary
American Indian	303	1
Asian	6,165	35
Black or African-American	16,858	316
Latino/ Hispanic	23,742	265
White	28,989	136
Hawaiian	159	0
2 or more	5,721	35

The teaching staff of Prince William County Schools and Triangle Elementary does not reflect the diversity among student population. There are 5,374 teachers in PWCS for grades Pre-K -12. Triangle Elementary has a teaching staff of 54. (The numbers in the following table are based on the percentages given on the PWCS website.)

Teacher Diversity for PWCS and Triangle Elementary

	PWCS	Triangle Elementary
American Indian	55	0
Asian	109	1
Black or African-American	646	4
Latino/ Hispanic	244	2
White	4,204	46
Hawaiian	7	0
2 or more	109	1
Totals	5,374	54

The Prince William County School System is the second largest school division in Virginia and one of the 45 largest school divisions in the country. The per-pupil expenditure for students in Prince William County Schools is 10,031\$ and the third lowest among Northern Virginia school systems.

More than 27,505 students are expected to be eligible for free or reduced-price lunches in Prince William County Schools (PWCS Proposed Budget 2012-2013). A total of 505 students at Triangle Elementary are economically disadvantaged and eligible for free or reduced-price lunch.

Part 1V – The Classroom

The 19 first graders during my first placement and the 20 third graders from my second placement represent the overall diversity of the school. There were 11 girls and 8 boys in the first grade classroom whereas in third grade there were 12 boys and 8 girls. About 30 students received free or reduced lunch. The students in those two classes were of 3 different ethnic groups as shown in the table below.

Black or African-American	9
Latino or Hispanic	20
White	10
Total	39

There was one girl in the first grade classroom and one boy from the third grade classroom who were identified as gifted and participated in the gifted program once a week. Several children (6) were pulled out for ESOL services and also received

assistance in the classroom during other times of the day from ESOL teachers. Classroom and ESOL teachers were working together to teach and remediate all students during the last 30 minutes of each day.

Part V – Reflection

Collecting and compiling demographic data confirmed my experiences in the classroom. Students were on a lot of different learning levels, some were behind their grade levels others far above which made teaching this diverse group of students challenging. The biggest problem I found was that students who were below their suggested reading levels struggled in all subjects especially in third grade. ESOL students were read to but other students who were on a low reading level had difficulties taking tests and keeping up with schoolwork.

Teaching in such a diverse classroom and school showed me how important it is to differentiate instruction and to incorporate different teaching methods. I am an English Second Language Learner and a visual learner, which I incorporate into my teaching. I show pictures and videos when I teach and try to use technology and hands-on learning every day. Pictures have the same meaning in every language and I know they help understand concepts tremendously.

Impact Study

Unit Goals and Objectives

1. Standards of Learning

Seasonal Changes – Virginia SOL 1.7

The student will investigate and understand weather and seasonal changes. Key concepts include

- a) Changes in temperature, light, and precipitation affect plants and animals, including humans;
- b) There are relationships between daily and seasonal changes; and
- c) Changes in temperature, light, and precipitation can be observed and recorded over time.

2. Unit Goals

Students will be able to understand and answer the essential questions stated in the Science Curriculum Guide for Virginia SOL 1.7 as well as pass the Science Unit test successfully with an average of 80% or more.

Essential Questions to focus on during Unit

- How do seasonal changes affect plant growth processes?
- How do seasonal changes affect the life patterns of animals?
- How do seasonal changes affect the life patterns of people?
- What are the behaviors of some common animals (squirrels, chipmunks, butterflies, bees, ants, bats, and frogs) during summer and winter?

Assessment Plan

1. Pre-assessment

Name: _____ Seasons Unit Test

1. What type of weather is shown in the picture?



- a. Snowy
- b. Windy
- c. Rainy

2. In which season can you wear these clothes?



- a. Fall
- b. Spring
- c. Winter

3. What season is shown in the picture?



- a. Winter
- b. Fall
- c. Summer

4. In which season can you go swimming?

- a. Summer
- b. Fall
- c. Winter

5. In which season do you pick apples?

- a. Summer
- b. Winter
- c. Fall

6. What season is shown in the picture?



- a. Fall
- b. Spring
- c. Winter

7. In which season do flowers bloom?

- a. Winter
- b. Fall
- c. Spring

8. What type of weather is shown in the picture?



- a. Rainy
- b. Windy
- c. Snowy

9. In which season would you wear these clothes?



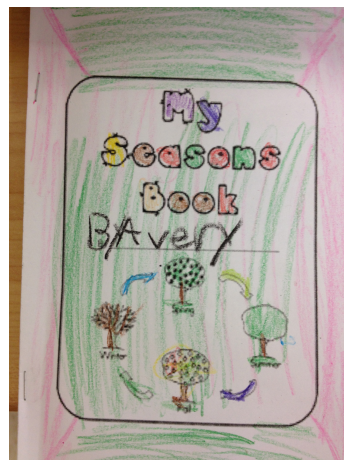
- a. Winter
- b. Fall
- c. Summer

10. What is it called when plants begin to die?

- a. Wilting
- b. Blooming
- c. Crying

2. Post-assessment
- Flanagan's SOL 1.7

3. Assessment throughout the Unit
Art projects, season's sorts (see pictures)



Lessonplans

see plans weeks 1-3

Lesson Topic <i>Specify the topic and title of the lesson</i>	Seasonal changes in plants
Objectives and Standards <i>What will your students know and be able to do as a result of this lesson? Which standards are targeted with this lesson?</i>	SOL 1.7 Students will know how seasonal changes affect plants.
Instructional Materials <i>What materials, texts, etc will you need for this lesson? What technological resources (if any) will you need?</i>	Pre-assessment for Season's Unit BrainPop on seasons book about fall
Learner Factors <i>How does this lesson accommodate individual differences in approaches to learning, create connections between subject matter and student experiences and/or include students with particular learning differences or needs?</i>	Pre-assessment about Seasons to develop further lesson plans for unit. End of September – great way to start talking about fall, outside leaves changing, talk to students what they notice is different about the weather/ plants/ activities when school starts. Creating connections to their own lives right now.
Assessment of Learning <i>How will you know what your students are able to do during and as a result of the lesson?</i>	Pre-assessment Seasons – will know what students already know about seasons and what we need to focus on more or less during this Unit
Lesson Plan Outline <i>Introductory Activities</i> <ul style="list-style-type: none"> • <i>How will you capture the learner's attention and motivate them to be actively engaged in learning?</i> • <i>How will you activate prior knowledge?</i> <i>Developmental Activities</i> <ul style="list-style-type: none"> • <i>How will you organize the students for instruction?</i> • <i>What content do you plan to share with the students? A brief, but detailed, outline of the content should be included with the plan. A statement such as " share with the students information about oceans is not sufficient.</i> <i>Closing Activities</i> <ul style="list-style-type: none"> • <i>How will you tie together the lesson and bring the lesson to a close?</i> • <i>What kinds of follow-up activities and/or tasks will you use to reinforce, apply, or extend students' knowledge/skills/concepts?</i> 	Give pre-assessment Introduce fall with book since its first week of fall. Focus on how plants change, ask students What do you know about the season Fall? Focus on plants – how do they change during the fall and why? (Change because of temperature, light and precipitation) Tell students to pay attention when they drive home/ to school in the bus to plants around them and share what they see the next day. (make students aware of what they're learning in this unit is visible every day in their own lives)

Lesson Topic <i>Specify the topic and title of the lesson</i>	Plants in the fall Leaf Man
Objectives and Standards <i>What will your students know and be able to do as a result of this lesson? Which standards are targeted with this lesson?</i>	SOL 1.7 Students will know how seasonal changes affect plants.
Instructional Materials <i>What materials, texts, etc will you need for this lesson? What technological resources (if any) will you need?</i>	Leaf man book (Lois Ehler) Leafs, acorns
Learner Factors <i>How does this lesson accommodate individual differences in approaches to learning, create connections between subject matter and student experiences and/or include students with particular learning differences or needs?</i>	Students will be able to see and touch different kinds of leafs, feel the difference between green and red/brown leafs. (Introducing Wilting) Encourage students to find their own leafs around their house/ the school
Assessment of Learning <i>How will you know what your students are able to do during and as a result of the lesson?</i>	Ask students to share what they notice about the leafs
Lesson Plan Outline <i>Introductory Activities</i> <ul style="list-style-type: none"> • <i>How will you capture the learner’s attention and motivate them to be actively engaged in learning?</i> • <i>How will you activate prior knowledge?</i> <i>Developmental Activities</i> <ul style="list-style-type: none"> • <i>How will you organize the students for instruction?</i> • <i>What content do you plan to share with the students? A brief, but detailed, outline of the content should be included with the plan. A statement such as “ share with the students information about oceans is not sufficient.</i> <i>Closing Activities</i> <ul style="list-style-type: none"> • <i>How will you tie together the lesson and bring the lesson to a close?</i> • <i>What kinds of follow-up activities and/or tasks will you use to reinforce, apply, or extend students’ knowledge/skills/concepts?</i> 	<p>Have students look at the cover of the book, ask if they’ve ever seen a leaf man and what do they think it is? Do any of them look familiar? Where have you seen them?</p> <p>While reading→ ask students to name different shapes and animals they see. Ask where they think Leaf Man will go next and what the author means by only the wind will know where he goes next..</p> <p>Explore – give students ziploc bags to go collect leafs (either for homework for the next day or if there is time go out during science collect them right then)</p> <p>Use leafs for projects</p> <ol style="list-style-type: none"> a) create your own leaf man – on construction paper glue leafs to create a leaf man/ or leaf animal b) use leafs to draw them on a piece of paper- color them a fall color, investigate and talk about veins of the leaf (circulatory system of leafs), talk about shape and color <p>Encourage students to look for leafs and make/ imagine their own leaf man/ figures.</p>

Lesson Topic <i>Specify the topic and title of the lesson</i>	Trees throughout the seasons (Winter)
Objectives and Standards <i>What will your students know and be able to do as a result of this lesson? Which standards are targeted with this lesson?</i>	SOL 1.7 Students will know how seasonal changes affect plants.
Instructional Materials <i>What materials, texts, etc will you need for this lesson? What technological resources (if any) will you need?</i>	Finish fall book from Tuesday, smart board activity on trees and seasons, seasons tree book
Learner Factors <i>How does this lesson accommodate individual differences in approaches to learning, create connections between subject matter and student experiences and/or include students with particular learning differences or needs?</i>	SmartBoard activity allows students to see and sort different trees to correct season. Students will make connections of what they know about trees and match them to all four seasons.
Assessment of Learning <i>How will you know what your students are able to do during and as a result of the lesson?</i>	Smartboard activity – observe how well students can match trees with seasons based on what leafs look like.
Lesson Plan Outline <i>Introductory Activities</i> <ul style="list-style-type: none"> • <i>How will you capture the learner's attention and motivate them to be actively engaged in learning?</i> • <i>How will you activate prior knowledge?</i> <i>Developmental Activities</i> <ul style="list-style-type: none"> • <i>How will you organize the students for instruction?</i> • <i>What content do you plan to share with the students? A brief, but detailed, outline of the content should be included with the plan. A statement such as “ share with the students information about oceans is not sufficient.</i> <i>Closing Activities</i> <ul style="list-style-type: none"> • <i>How will you tie together the lesson and bring the lesson to a close?</i> • <i>What kinds of follow-up activities and/or tasks will you use to reinforce, apply, or extend students' knowledge/skills/concepts?</i> 	Finish the book, review what happens to plants in the fall (leafs are turning colors and will fall off trees, colder temperature and less water will lead to wilting leafs (**Question on Flanagan) and talk about what might happen in the winter, why? (no new leafs will come back until the spring because the trees will sleep during the winter) Smart board activity (point out change all the different changes plants go through – Spring they bloom, new little leafs, Summer they are full of green leafs, Fall they turn colors and start falling off, Winter nothing really grows except for evergreens) First few slides are pictures for each season, last slide is review with sort. Students will do activity on their own - Color winter page of seasons tree book (what does the tree look like, (bare), what does its environment look like (snow on the ground, no green grass/ leafs, children with warm clothes, anything they associate with winter)

Lesson Topic <i>Specify the topic and title of the lesson</i>	Plants in the spring
Objectives and Standards <i>What will your students know and be able to do as a result of this lesson? Which standards are targeted with this lesson?</i>	SOL 1.7 Students will know how seasonal changes affect plants.
Instructional Materials <i>What materials, texts, etc will you need for this lesson? What technological resources (if any) will you need?</i>	Seasons tree book (Spring page) Science Sequence Apples activity
Learner Factors <i>How does this lesson accommodate individual differences in approaches to learning, create connections between subject matter and student experiences and/or include students with particular learning differences or needs?</i>	Seasons spring page will reinforce what tree looks like during spring, blooms Sequencing activity will review what stages plants go through during different seasons, when they bloom (**Flanagan).
Assessment of Learning <i>How will you know what your students are able to do during and as a result of the lesson?</i>	Sequencing activity will show if students can put the pictures in correct order based on what they know about trees throughout seasons
Lesson Plan Outline <i>Introductory Activities</i> <ul style="list-style-type: none"> • <i>How will you capture the learner's attention and motivate them to be actively engaged in learning?</i> • <i>How will you activate prior knowledge?</i> <i>Developmental Activities</i> <ul style="list-style-type: none"> • <i>How will you organize the students for instruction?</i> • <i>What content do you plan to share with the students? A brief, but detailed, outline of the content should be included with the plan. A statement such as " share with the students information about oceans is not sufficient.</i> <i>Closing Activities</i> <ul style="list-style-type: none"> • <i>How will you tie together the lesson and bring the lesson to a close?</i> • <i>What kinds of follow-up activities and/or tasks will you use to reinforce, apply, or extend students' knowledge/skills/concepts?</i> 	Model sequencing activity, talk about the different stages an apple tree has to go through so we can pick apples and eat them. Spring (plant seeds/ starting to bloom) Summer (growing apples) Fall (ready to pick and eat..delicious apple pie (thanksgiving)) Students will color and decorate their seasons tree spring page, remind students of pink blossoms, little green leaves, rain)

Lesson Topic <i>Specify the topic and title of the lesson</i>	Plants in the summer
Objectives and Standards <i>What will your students know and be able to do as a result of this lesson? Which standards are targeted with this lesson?</i>	SOL 1.7 Students will know how seasonal changes affect plants.
Instructional Materials <i>What materials, texts, etc will you need for this lesson? What technological resources (if any) will you need?</i>	Seasons tree book, pebblego.com plants in summer, short 'plants in summer' smart board activity with pictures of plants during all seasons
Learner Factors <i>How does this lesson accommodate individual differences in approaches to learning, create connections between subject matter and student experiences and/or include students with particular learning differences or needs?</i>	PebbleGo will give students different pictures of plants to add to what they've already seen this week. Reinforce/ repeat vocabulary words – wilt Give them ideas what to draw on their summer tree picture, ripe fruit, flowers, the sun, shade,
Assessment of Learning <i>How will you know what your students are able to do during and as a result of the lesson?</i>	Make sure students draw appropriate scenarios for their summer tree picture
Lesson Plan Outline <i>Introductory Activities</i> <ul style="list-style-type: none"> • <i>How will you capture the learner's attention and motivate them to be actively engaged in learning?</i> • <i>How will you activate prior knowledge?</i> <i>Developmental Activities</i> <ul style="list-style-type: none"> • <i>How will you organize the students for instruction?</i> • <i>What content do you plan to share with the students? A brief, but detailed, outline of the content should be included with the plan. A statement such as " share with the students information about oceans is not sufficient.</i> <i>Closing Activities</i> <ul style="list-style-type: none"> • <i>How will you tie together the lesson and bring the lesson to a close?</i> • <i>What kinds of follow-up activities and/or tasks will you use to reinforce, apply, or extend students' knowledge/skills/concepts?</i> 	Start lesson with pebblego 'plants in summer' slides. Stop and point out important words (wilt, bloom), ask for anything else they could pick (fruit) during the summer and other activities they might do during the summer that they can also include on their summer tree picture. Dismiss students to seats to start summer tree and finish all other pages of their tree seasons book.

Lesson Topic <i>Specify the topic and title of the lesson</i>	Seasonal Changes Animals Intro to seasonal changes in animals
Objectives and Standards <i>What will your students know and be able to do as a result of this lesson? Which standards are targeted with this lesson?</i>	Science SOL 1.7b Students will know how animals stay safe throughout the winter
Instructional Materials <i>What materials, texts, etc will you need for this lesson? What technological resources (if any) will you need?</i>	Smart Notebook – Seasonal Animals, PebbleGo Animal behavior slides
Learner Factors <i>How does this lesson accommodate individual differences in approaches to learning, create connections between subject matter and student experiences and/or include students with particular learning differences or needs?</i>	Smart board activity with lots of pictures to introduce many strategies of animals to survive cold winter (migration, hibernation, physical adaptations)
Assessment of Learning <i>How will you know what your students are able to do during and as a result of the lesson?</i>	Sort at the end of smart board lesson
Lesson Plan Outline <i>Introductory Activities</i> <ul style="list-style-type: none"> • <i>How will you capture the learner's attention and motivate them to be actively engaged in learning?</i> • <i>How will you activate prior knowledge?</i> <i>Developmental Activities</i> <ul style="list-style-type: none"> • <i>How will you organize the students for instruction?</i> • <i>What content do you plan to share with the students? A brief, but detailed, outline of the content should be included with the plan. A statement such as “share with the students information about oceans is not sufficient.</i> <i>Closing Activities</i> <ul style="list-style-type: none"> • <i>How will you tie together the lesson and bring the lesson to a close?</i> • <i>What kinds of follow-up activities and/or tasks will you use to reinforce, apply, or extend students' knowledge/skills/concepts?</i> 	Start with PebbleGo <ul style="list-style-type: none"> - animals in the fall (**brown fur turns white- Flanagan test question) - migration (**moving to new place – Question) - hibernation (**sleeping all winter – question) Smart board activity to continue getting overview of animals during all seasons, sort at the end.

<p>Lesson Topic <i>Specify the topic and title of the lesson</i></p>	<p>Seasonal Changes Animals Migration</p>
<p>Objectives and Standards <i>What will your students know and be able to do as a result of this lesson? Which standards are targeted with this lesson?</i></p>	<p>Science SOL 1.7b Students will know which animals migrate to stay warm and safe throughout the winter</p>
<p>Instructional Materials <i>What materials, texts, etc will you need for this lesson? What technological resources (if any) will you need?</i></p>	<p>BrainPop Migrations, Book (The Journey – Stories of Migration (Cynthia Rylant), caterpillar cut out</p>
<p>Learner Factors <i>How does this lesson accommodate individual differences in approaches to learning, create connections between subject matter and student experiences and/or include students with particular learning differences or needs?</i></p>	<p>Students will learn that butterflies migrate (they sure fly a long way to stay warm), students will see, hear and do an activity about butterflies migrating. Reinforcing what students need to know.</p>
<p>Assessment of Learning <i>How will you know what your students are able to do during and as a result of the lesson?</i></p>	<p>Art project with caterpillar</p>
<p>Lesson Plan Outline <i>Introductory Activities</i></p> <ul style="list-style-type: none"> • <i>How will you capture the learner’s attention and motivate them to be actively engaged in learning?</i> • <i>How will you activate prior knowledge?</i> <p><i>Developmental Activities</i></p> <ul style="list-style-type: none"> • <i>How will you organize the students for instruction?</i> • <i>What content do you plan to share with the students? A brief, but detailed, outline of the content should be included with the plan. A statement such as “ share with the students information about oceans is not sufficient.</i> <p><i>Closing Activities</i></p> <ul style="list-style-type: none"> • <i>How will you tie together the lesson and bring the lesson to a close?</i> • <i>What kinds of follow-up activities and/or tasks will you use to reinforce, apply, or extend students’ knowledge/skills/concepts?</i> 	<p>1st – finish smart board activity from yesterdays slides (drag and drop animals into the right column (animals behavior throughout summer, fall, winter, spring) 2nd – short review of what animals do in the WINTER, ask students – should say Migration (animals fly where its warm), Hibernation (build a cave/ sleep in a den), Adaptation (grow extra fur to stay warm) 3rd – Say we will learn a little more about Migration. What animals do you think migrate? Birds, geese and BUTTERFLIES 4th – say let’s see what else we can learn about migration (watch BrainPop Jr. Migration) 5th – review facts from video (which animals migrate? Geese, butterflies, locusts, whales) and then focus on butterflies. Ask students where they migrate to? From where are they migrating from? 6th Model activity – WE will cut out a butterfly and paste him into a new warmer environment. Draw picture of cold environment (ask students what a cold environment might look like (bare trees, snow, leaves on the ground) on one side of the paper and environment of warm environment (ask students what a warm environment looks like sun, green tree) on the other side where the butterfly will go to.</p> <p>Watch for butterflies migrating – it’s getting cold out here!!</p>

Lesson Topic <i>Specify the topic and title of the lesson</i>	Seasonal Changes Animals Hibernation
Objectives and Standards <i>What will your students know and be able to do as a result of this lesson? Which standards are targeted with this lesson?</i>	Science SOL 1.7b Students will know which animals hibernate throughout the winter and what hibernation is.
Instructional Materials <i>What materials, texts, etc will you need for this lesson? What technological resources (if any) will you need?</i>	BrainPop Hibernation, Bookflix Baer snores on, Time to sleep
Learner Factors <i>How does this lesson accommodate individual differences in approaches to learning, create connections between subject matter and student experiences and/or include students with particular learning differences or needs?</i>	Videos, books, pictures with text to explain hibernation
Assessment of Learning <i>How will you know what your students are able to do during and as a result of the lesson?</i>	
Lesson Plan Outline <i>Introductory Activities</i> <ul style="list-style-type: none"> • <i>How will you capture the learner's attention and motivate them to be actively engaged in learning?</i> • <i>How will you activate prior knowledge?</i> <i>Developmental Activities</i> <ul style="list-style-type: none"> • <i>How will you organize the students for instruction?</i> • <i>What content do you plan to share with the students? A brief, but detailed, outline of the content should be included with the plan. A statement such as "share with the students information about oceans is not sufficient.</i> <i>Closing Activities</i> <ul style="list-style-type: none"> • <i>How will you tie together the lesson and bring the lesson to a close?</i> • <i>What kinds of follow-up activities and/or tasks will you use to reinforce, apply, or extend students' knowledge/skills/concepts?</i> 	1 st BrainPop video to introduce hibernation Review some of the animals they saw in the video that hibernate. 2 nd Bookflix, introduce vocabulary words first Den, howl, damp, wee, hare, nibble, chat, slumber, gulp, tale 3 rd Watch bookflix story Bear snores on. Stop where the voice says bear sleeps through day and night – ask what do you think he's doing? – hibernating. 4 th after the little animals come and make the fire, eat snacks, make themselves a home make noise – what does that mean about the bears' sleep? He sleeps through the noise, snores on – very deep hibernating sleep. 5 th – stop where the bear awakes and have students predict what the bear might do to the noise makers? 6 th - at the end – ask what made bear not go back to sleep? – spring!! Not all animals have a party with a fire and tea all winter, they really just sleep, they ate all they could eat before they went to sleep.

Lesson Topic <i>Specify the topic and title of the lesson</i>	Seasonal Changes Animals Adaptation
Objectives and Standards <i>What will your students know and be able to do as a result of this lesson? Which standards are targeted with this lesson?</i>	Science SOL 1.7b Students will know what adaptation means and how animals adapt to changes in temperature/ weather
Instructional Materials <i>What materials, texts, etc will you need for this lesson? What technological resources (if any) will you need?</i>	BrainPop Adaptation, Physical adaptations pictures of PowerPoint for tomorrow's game
Learner Factors <i>How does this lesson accommodate individual differences in approaches to learning, create connections between subject matter and student experiences and/or include students with particular learning differences or needs?</i>	What are some physical adaptations/ other adaptations animals do during the winter to survive (if they don't hibernate/ migrate). Make connections to self – we don't migrate or hibernate. What do we do instead to stay warm? Wear a big coat outside? Buy food instead of picking it from outside? (storing at home)
Assessment of Learning <i>How will you know what your students are able to do during and as a result of the lesson?</i>	What do students notice is different about animals in the summer vs. winter. (Fur changes color and thickness, some animals change their diet, deer eat branches)
Lesson Plan Outline <i>Introductory Activities</i> <ul style="list-style-type: none"> • How will you capture the learner's attention and motivate them to be actively engaged in learning? • How will you activate prior knowledge? <i>Developmental Activities</i> <ul style="list-style-type: none"> • How will you organize the students for instruction? • What content do you plan to share with the students? A brief, but detailed, outline of the content should be included with the plan. A statement such as "share with the students information about oceans is not sufficient. <i>Closing Activities</i> <ul style="list-style-type: none"> • How will you tie together the lesson and bring the lesson to a close? • What kinds of follow-up activities and/or tasks will you use to reinforce, apply, or extend students' knowledge/skills/concepts? 	1 st Watch BrainPop video about how animals adapt to their cold environment. Point out fox, hare (rabbit), musk deer, polar bears and sea lions. 2 nd pull up pictures in PowerPoint, compare animals fur in summer and in winter ask student what's different and why? Thicker and whiter fur, looks like they're wearing a winter coat, blends in with snow, protection from other animals that might want to eat them. *hare and fox 3 rd picture of deer in winter vs summer. Deer changes how it eats in winter – they eat branches – why? Berries and other fruit, leaves and grass is not there or covered by snow – they adapt to winter conditions.

<p>Lesson Topic <i>Specify the topic and title of the lesson</i></p>	<p>Seasonal Changes animals Summary</p>
<p>Objectives and Standards <i>What will your students know and be able to do as a result of this lesson? Which standards are targeted with this lesson?</i></p>	<p>Science SOL 1.7b Students will know how animals stay safe throughout the winter</p>
<p>Instructional Materials <i>What materials, texts, etc will you need for this lesson? What technological resources (if any) will you need?</i></p>	<p>Pictures of animals PowerPointPresentation, and pictures of migrating, hibernation, adaptation in corner of classroom</p>
<p>Learner Factors <i>How does this lesson accommodate individual differences in approaches to learning, create connections between subject matter and student experiences and/or include students with particular learning differences or needs?</i></p>	<p>Students will actively move around in the classroom and pretend they are the animals they see and either pretend to hibernate, migrate or just adapt.</p>
<p>Assessment of Learning <i>How will you know what your students are able to do during and as a result of the lesson?</i></p>	<p>Observations - Are students choosing the correct corner? Are they following others or do they know which animals hibernate/ migrate/ adapt?</p>
<p>Lesson Plan Outline <i>Introductory Activities</i></p> <ul style="list-style-type: none"> • <i>How will you capture the learner's attention and motivate them to be actively engaged in learning?</i> • <i>How will you activate prior knowledge?</i> <p><i>Developmental Activities</i></p> <ul style="list-style-type: none"> • <i>How will you organize the students for instruction?</i> • <i>What content do you plan to share with the students? A brief, but detailed, outline of the content should be included with the plan. A statement such as “ share with the students information about oceans is not sufficient.</i> <p><i>Closing Activities</i></p> <ul style="list-style-type: none"> • <i>How will you tie together the lesson and bring the lesson to a close?</i> • <i>What kinds of follow-up activities and/or tasks will you use to reinforce, apply, or extend students' knowledge/skills/concepts?</i> 	<p>First review what animals do during fall/ winter seasons to stay warm and safe. (hibernating, migrating, adapting – show pictures that go into different corners of the room.) Then play game in which student see a picture of an animal and they have to go into the corner that has the animals winter survival strategy displayed. If its an animal that migrates, flap arms and honk to go to that corner. If its an animal that hibernates go to the corner and pretend to sleep. The adapting corner students will pretend they're wearing a big coat. Show them a picture and ask them to go into the corner they think is right. Ask them how they remembered? Come back to carpet to wait for next picture.</p>

Lesson Topic <i>Specify the topic and title of the lesson</i>	Seasonal Changes – people (Winter)
Objectives and Standards <i>What will your students know and be able to do as a result of this lesson? Which standards are targeted with this lesson?</i>	Science 1.7c Students will know what to wear and what people typically do during the different seasons
Instructional Materials <i>What materials, texts, etc will you need for this lesson? What technological resources (if any) will you need?</i>	It's Winter/, cotton balls
Learner Factors <i>How does this lesson accommodate individual differences in approaches to learning, create connections between subject matter and student experiences and/or include students with particular learning differences or needs?</i>	Students will be able to see and hear what people wear and do during the winter, they will also do activities that help them understand what people do and wear each season. Many visuals and hands- on activities. Extra time and one on one instruction for students who need it.
Assessment of Learning <i>How will you know what your students are able to do during and as a result of the lesson?</i>	Give self appropriate clothes during coloring activity, participation
Lesson Plan Outline <i>Introductory Activities</i> <ul style="list-style-type: none"> • <i>How will you capture the learner's attention and motivate them to be actively engaged in learning?</i> • <i>How will you activate prior knowledge?</i> <i>Developmental Activities</i> <ul style="list-style-type: none"> • <i>How will you organize the students for instruction?</i> • <i>What content do you plan to share with the students? A brief, but detailed, outline of the content should be included with the plan. A statement such as " share with the students information about oceans is not sufficient.</i> <i>Closing Activities</i> <ul style="list-style-type: none"> • <i>How will you tie together the lesson and bring the lesson to a close?</i> • <i>What kinds of follow-up activities and/or tasks will you use to reinforce, apply, or extend students' knowledge/skills/concepts?</i> 	1 st Read It's winter by Linda Glaser and ask what we should wear during the winter based on cover picture (scarves, mittens, coat, 2 nd - read 1-6 and add more clothing to list (boots, snowsuits) 3 rd – read 7-12, stop and discuss what we can do during the winter (walk through snow, make snow angels, 4 th read 13-20 stop and dicuss what else we can do (skate on ice, feed animals, mention for review what animals are doing, hibernating, adapting) 5 th finish book and talk about what season comes next (Spring) 6 th model seasons book activity for winter page, decorate front page and color self during winter, can use cotton balls for snow/ snowman or fuzzy warm coat 7 th dismiss students to seats for seasons book activity

Lesson Topic <i>Specify the topic and title of the lesson</i>	Seasonal Changes – people (Spring)
Objectives and Standards <i>What will your students know and be able to do as a result of this lesson? Which standards are targeted with this lesson?</i>	Science 1.7c Students will know what to wear and what people typically do during the different seasons
Instructional Materials <i>What materials, texts, etc will you need for this lesson? What technological resources (if any) will you need?</i>	The Tiny Seed (Eric Carle), spring coloring pages
Learner Factors <i>How does this lesson accommodate individual differences in approaches to learning, create connections between subject matter and student experiences and/or include students with particular learning differences or needs?</i>	Students will be able to see and hear what people wear and do during the winter, they will also do activities that help them understand what people do and wear each season. Many visuals and hands- on activities. Extra time and one on one instruction for students who need it.
Assessment of Learning <i>How will you know what your students are able to do during and as a result of the lesson?</i>	Give self appropriate clothes during coloring activity, participation
Lesson Plan Outline <i>Introductory Activities</i> <ul style="list-style-type: none"> • <i>How will you capture the learner’s attention and motivate them to be actively engaged in learning?</i> • <i>How will you activate prior knowledge?</i> <i>Developmental Activities</i> <ul style="list-style-type: none"> • <i>How will you organize the students for instruction?</i> • <i>What content do you plan to share with the students? A brief, but detailed, outline of the content should be included with the plan. A statement such as “ share with the students information about oceans is not sufficient.</i> <i>Closing Activities</i> <ul style="list-style-type: none"> • <i>How will you tie together the lesson and bring the lesson to a close?</i> • <i>What kinds of follow-up activities and/or tasks will you use to reinforce, apply, or extend students’ knowledge/skills/concepts?</i> 	1 st – introduce The tiny Seed by Eric Carle, Show cover and ask if students have ever seen a seed before? What was it for? Did you know fruit has seeds in them – like the apple! Let’s see what kind of seed Eric Carle is talking about in the story. 2 nd – read 1-6 Ask why do you think the seeds won’t be able to grow here? (Snow, too cold) What do we remember what plants do during the winter? (they sleep – just like the animals) 3 rd – 7-10 Ask Why can’t the seeds grow in the desert? (needs water – its too dry and hot, plants will wilt) 4 th – 11-16 What happens to the seed during the spring? (sun shines, rain falls, seed grows and bursts open a little, sends root down, sends stem up – grows into a plant!) 5 th 17-19 From a seed grows a plant and a plant can grow – buds→ flowers!! 6 th 20-23 What happens to flowers during summer (grows and grows and sometimes people pick flowers) 6 th 24- 30 finish book. Talk about gardens and how people plant seeds to grow flowers, fruits and vegetables. 7 th – draw yourself during spring, add details from story

Lesson Topic <i>Specify the topic and title of the lesson</i>	Seasonal Changes – people (Summer)
Objectives and Standards <i>What will your students know and be able to do as a result of this lesson? Which standards are targeted with this lesson?</i>	Science 1.7c Students will know what to wear and what people typically do during the different seasons
Instructional Materials <i>What materials, texts, etc will you need for this lesson? What technological resources (if any) will you need?</i>	It's Summer!, summer coloring book
Learner Factors <i>How does this lesson accommodate individual differences in approaches to learning, create connections between subject matter and student experiences and/or include students with particular learning differences or needs?</i>	Students will be able to see and hear what people wear and do during the winter, they will also do activities that help them understand what people do and wear each season. Many visuals and hands- on activities. Extra time and one on one instruction for students who need it.
Assessment of Learning <i>How will you know what your students are able to do during and as a result of the lesson?</i>	Give self appropriate clothes during coloring activity, participation
Lesson Plan Outline <i>Introductory Activities</i> <ul style="list-style-type: none"> • <i>How will you capture the learner's attention and motivate them to be actively engaged in learning?</i> • <i>How will you activate prior knowledge?</i> <i>Developmental Activities</i> <ul style="list-style-type: none"> • <i>How will you organize the students for instruction?</i> • <i>What content do you plan to share with the students? A brief, but detailed, outline of the content should be included with the plan. A statement such as " share with the students information about oceans is not sufficient.</i> <i>Closing Activities</i> <ul style="list-style-type: none"> • <i>How will you tie together the lesson and bring the lesson to a close?</i> • <i>What kinds of follow-up activities and/or tasks will you use to reinforce, apply, or extend students' knowledge/skills/concepts?</i> 	1 st Introduce It's Summer by Linda Glaser, show cover and our last season we will learn about is the summer. 2 nd read 1-2. Stop to ask students what the girl is wearing (shorts, t-shirt, sandals), 3 rd read 3-8 stop and ask what people can do in the summer (play outside all day, go to beach/ pool, get sweaty, eat fruit) 4 th – 9-16 stop and ask for more things people do in the summer. (water the garden, get bitten by mosquitoes, see rainbows, listen to storms, could even play outside after dinner cause its still light!) 5 th – finish the book and talk about fireflies, plants that grow because we watered them, play and explore all day (because we don't have school), mention what comes after summer (fall). 6 th – review what people do and wear during the summer and show on picture gingerbread man 7 th – after finish coloring we will do season sort, cut and paste pictures into seasons book and correct seasons pages

Lesson Topic <i>Specify the topic and title of the lesson</i>	Seasonal Changes – people review Seasons assessment
Objectives and Standards <i>What will your students know and be able to do as a result of this lesson? Which standards are targeted with this lesson?</i>	Science 1.7c Students will know what to wear and what people typically do during the different seasons
Instructional Materials <i>What materials, texts, etc will you need for this lesson? What technological resources (if any) will you need?</i>	Smart notebook seasons and people review (clothing) Flanagan’s Test
Learner Factors <i>How does this lesson accommodate individual differences in approaches to learning, create connections between subject matter and student experiences and/or include students with particular learning differences or needs?</i>	Students will be able to see and hear what people wear and do during the winter, they will also do activities that help them understand what people do and wear each season. Many visuals and hands- on activities. Extra time and one on one instruction for students who need it.
Assessment of Learning <i>How will you know what your students are able to do during and as a result of the lesson?</i>	Paste picture in correct column for notebook activity Final Unit assessment (Flanagan’s)
Lesson Plan Outline <i>Introductory Activities</i> <ul style="list-style-type: none"> • <i>How will you capture the learner’s attention and motivate them to be actively engaged in learning?</i> • <i>How will you activate prior knowledge?</i> <i>Developmental Activities</i> <ul style="list-style-type: none"> • <i>How will you organize the students for instruction?</i> • <i>What content do you plan to share with the students? A brief, but detailed, outline of the content should be included with the plan. A statement such as “ share with the students information about oceans is not sufficient.</i> <i>Closing Activities</i> <ul style="list-style-type: none"> • <i>How will you tie together the lesson and bring the lesson to a close?</i> • <i>What kinds of follow-up activities and/or tasks will you use to reinforce, apply, or extend students’ knowledge/skills/concepts?</i> 	1 st review seasons and people, what we do and wear with help of pictures in notebook activity 2 nd give assessment

Data Analysis

Based on the data from both the pre- and post-assessment I conclude that I successfully taught the season's unit. The Class average increased by 12 percent and improved at least 3 letter grades from a C up to a B+ A- average. Students successfully learned and applied their knowledge about seasonal changes in plants, animals and people and reached the school's class passing goal of at least 80%.

The first graph (see tables and charts below) compares each student's pre-test to his or her post-test. It also shows that all but one student improved throughout the unit and received a better grade. Several students however missed a few science lessons due to ESOL pull out instruction and their science grade will not count.

The second graph compares male scores with female scores and compares the pre-test average score to the post-test average score. The scores for the boys in the class increased by 13% while the girls' score increased by less than 1%, however both groups show improvement. The boys had a pre-test average of 71% while the girl's average was already at a passing rate of over 80%.

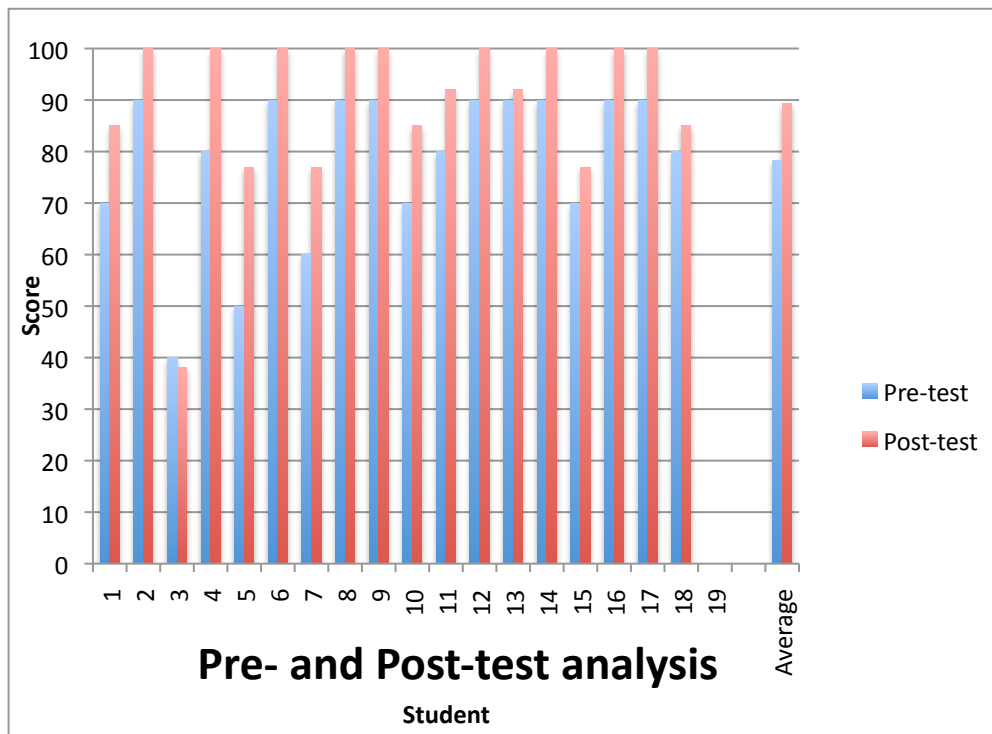
This unit was exciting to teach because students had prior knowledge about seasons and the changes that take place to plants, animals and people due to the seasons. The pre-test class average score of 78% is 2% off the class goal and a great starting point to teach from. This prior knowledge helped students through this unit successfully.

I gave the unit assessment at the end of my placement in 1st grade, however if I had the opportunity to remediate students after the test I would go over the test

questions with them. I would re-read questions with them and check for understanding and my next step would either remind students of facts they learned, give them other examples to help them find the correct answer or re-teach a topic quickly.

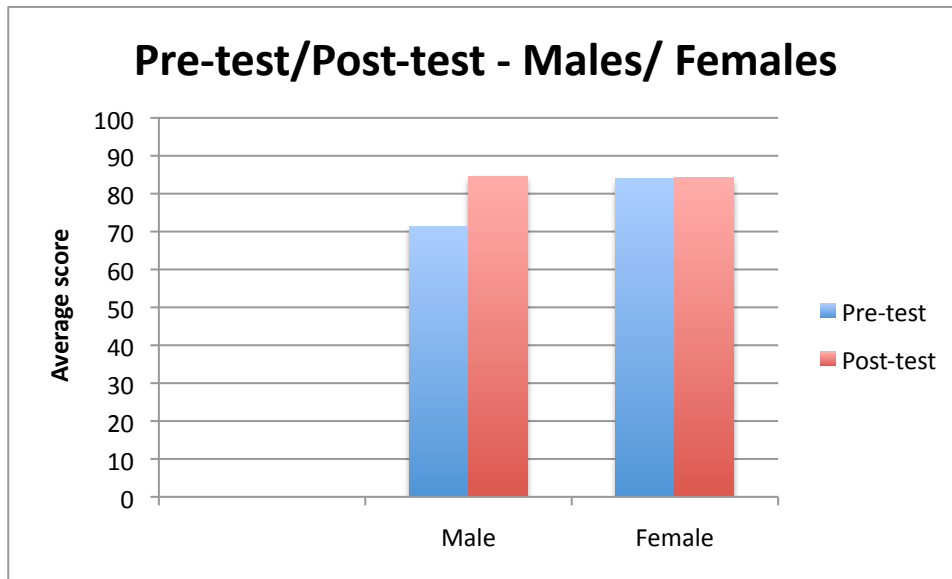
Pre-test Post-test analysis Whole Class

Student	Pre-test	Post-test
1	70	85
2	90	100
3	40	38
4	80	100
5	50	77
6	90	100
7	60	77
8	90	100
9	90	100
10	70	85
11	80	92
12	90	100
13	90	92
14	90	100
15	70	77
16	90	100
17	90	100
18	80	85
19	na	na
Average Score	78.33333	89.33333



Pre- and Post-test
Males/ Females

Student Ave	Pre-test	Post-test
Male	71.25	84.625
Female	84	84.2



Impact Study Reflection

I enjoyed teaching this unit because the students and I were able to share and make personal connections to the seasons – especially to the fall because those were the changes we were able to see with our own eyes outside the classroom as we learned about this unit. Based on the pre-assessment data most students did not know the exact season in which plants bloom, what type of weather is typical for certain seasons and even what we wear. The books we read, the art projects and activities (Smart Board and PowerPoint slides) we did, helped students connect and remember to match a change of clothes/ leaves and behavior in animals to a season correctly in the post-assessment.

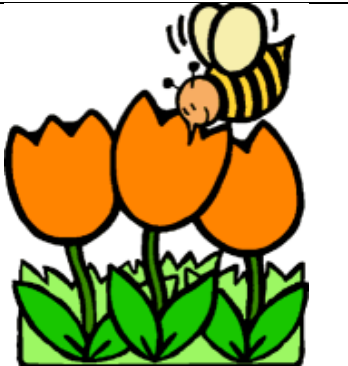
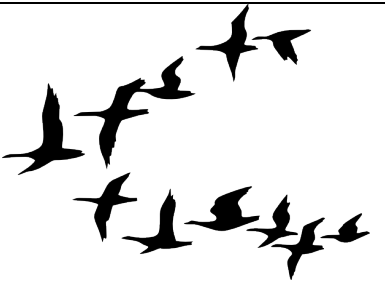
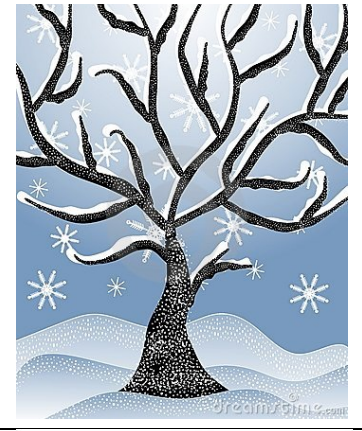
Most students were able to pull from their own memories about seasons when we talked about what we do during the different seasons. This connection helped them understand what happens to plants and animal behavior as well. We too, need to adapt to our changing environment and I think that the connection to their personal life really helped them connect to the other parts of this unit (changes in plants and animals). Making personal connections to new concepts we learn in class is something I will make sure to use in future units.

Many themes in this unit were overlapping; consequently we talked about all three things that adapt to changes throughout the seasons during all three weeks we learned about it. When we talked about what changes plants go through in week one of our unit we also thought of all the animals that are affected by those changes as well as people. The same was true when we talked about animals in week two. We knew that they depend on plants and that they need to prepare for difficult cold

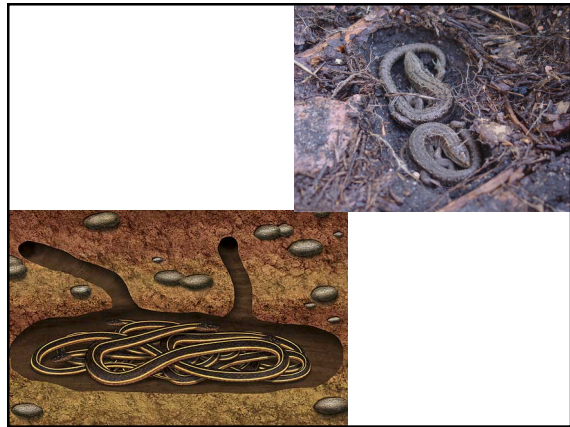
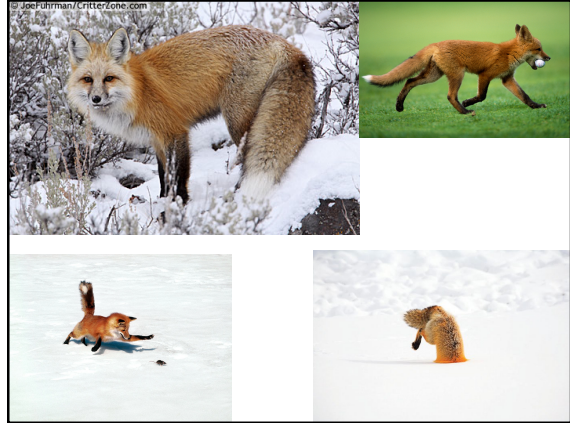
seasons ahead of time. Students constantly made connections between plants, animals and people, which helped the class to connect everything we learned and prepare better for the unit's test. These connections worked well for all students and brought the unit together.

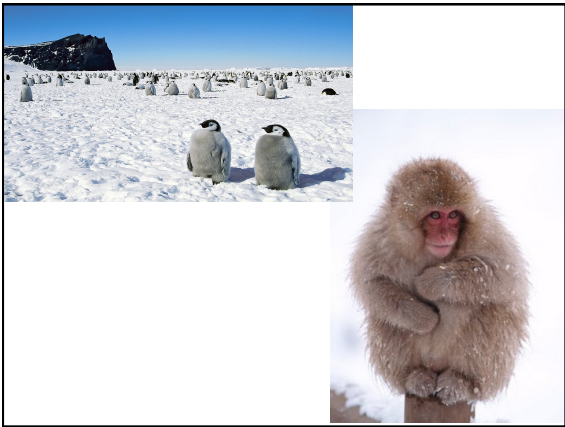
Some of the season's books available are great tools and are perfect for this unit. The season's books by Linda Glaser (It's Spring, It's Summer, It's Fall, It's winter) also bring all three topics within this unit together. The books mention plants, animals and people's changes throughout the seasons with great illustrations for the students to study. Other resources I found on the smart board website are great supplemental activities and pictures students enjoyed and learned from.

Overall this was a great unit to teach and learn from for future lessons. Asking students to make personal connections to concepts they learn in class increases their interest and retention of the material. I will also strive to include pictures and hands-on activities on smart boards. Students enjoy using technology and get excited to learn with and from it.



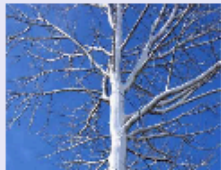






Let's see what you remember...

winter | spring | summer | fall



Let's see what you remember...



winter | spring | summer | fall



hibernate



birds fly north



babies grow



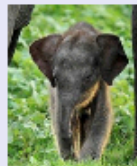
sleep a lot



babies learn to walk



birds fly south



babies get stronger



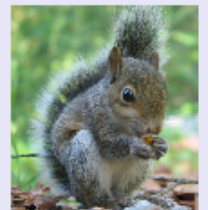
fatten up



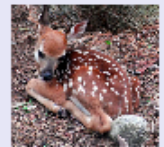
hibernate



babies are born



gather food



babies are born

Edit

Check

Reset



Winter

Spring or Fall

Summer

