

# Cowboys and the Wild West

## Kindergarten



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# Title Statement

Howdy partners and welcome to Kindergarten Ranch! We cowhands are going to rustle up a whole lot of fun with our rootin' tootin' Wild West Unit. As ranch hands, we will explore cowboys, Texas, the American frontier, and the old west. I reckon that we will find ourselves "wanted" as we participate in some mighty fine projects, songs, dancing, role play, and other Wild-West activities. We'll have some pretty big boots to fill as we discover what it's like to be a "real" cowboy/cowgirl in Texas. Our grand finale of this unit will be a good old fashioned chili cook-off and rodeo where we'll have stick horse barrel racing, horseshoe pitching, and square dancing. High ho silver, let's ride!



# Unit Introduction

Welcome to this multidisciplinary unit on Cowboys and the Wild West. This unit encompasses all of the subject areas including English Language Arts, Science, Math, and Social Science to teach about the state of Texas, cowboys, the American frontier, and the old west. It covers standards from the lower elementary level and is intended for Kindergarten.

Each day of this unit will focus on a themed story. Literature will play a huge role in students learning of the topic and the main English concepts. The class will work on their understanding of main ideas and supporting details as they make lasso bubble concept maps about “Lasso Lou and the Cowboy McCoy”. Writing to inform will be taught by reading Jan Brett’s “Armadillo Rodeo” and comparing it to non-fiction books about armadillos. Students will work on sequencing using the story “The Little Red Hen”. They will also be able to compare and contrast this story with “The Little Red Hen Makes a Pizza”. “Baby Rattlesnake” will help students develop the understanding of the beginning, middle, and end of a story. And the story “Gingerbread Cowboy” will work on retelling and summarizing. All of these English concepts are important for a Kindergarten student to practice.

Although the science concepts aren’t the focus of this unit, they are embedded throughout. Students will specifically concentrate on identifying and describing the components of living things. The pecan tree (state tree) and the bluebonnet (state flower) lead to great topics to explore in class. You are able to discuss the parts of a flower and the importance of trees in our world. Also the Texas state small mammal (armadillo) and the state bird (mockingbird) allow for projects about animal classification and habitat.

When it comes to math, the literature choices provide many opportunities. On the day of the chili cook-off we read “Armadilly Chili” and have teams create their very own chili recipe. The students will not only use measuring to write their recipes and measure their ingredients, but when it’s all said and done, there will be a time to create a class graph. The kindergarteners will also have a day where they’ll concentrate on interpreting data from a pictorial graph when we read “Cowboys and Cowgirls Yippee Yay!”. Each child will create their very own cowboy/cowgirl glyph. And then as a class, we will answer questions to discover the personalities and favorite things of each student studying the project and the glyph key. Measuring and patterning will really come into play on “Baby Rattlesnake” day. Students will make paper plate snakes and pattern shapes all the way around the swirl. They will also make play-doh snakes and participate in a measuring activity. Hands on addition and subtraction problems will also be a part of this unit using black-eyed peas and jalapeños.

Lastly the social science and social emotional categories lead us to great topics. Team work and helping others is a large overall theme for this unit. “The Little Red Hen” will really teach your students how to help their friends, family, and community. Students will have a lot of projects where they’ll have to work as a team including their Texas symbol centers. Because we are centering this unit on traveling to Texas and discovering the old pioneers of the west, students are going to grasp the concept that people in different areas of the world and from different time periods view things differently. They’ll also discover customs and traditions that shape that part of our country.

Overall this unit is designed as a hands-on, exploratory unit where students are able to discover and ask questions. My hope is that the kindergarten students will get a chance to pretend, play, experiment, explore, and learn all there is to learn about Cowboys and the Wild West!

# Calendar

Day 1	Day 2	Day 3	Day 4	Day 5
<p><b><u>Topic:</u></b> Introduction</p> <p><b><u>Activities:</u></b>            Read: “Buster goes to Cowboy Camp”            Make Wanted Posters            Prepare a Cowboy Breakfast            &amp; Introduce New Dramatic Play Area: The Wild West</p>	<p><b><u>Topic:</u></b> Graphing</p> <p><b><u>Activities:</u></b>            Read: “Cowboys &amp; Cowgirls Yippee-Yay!”            Cowboy &amp; Cowgirl Glyph            “I feel like a cowboy/girl when...” class book</p>	<p><b><u>Topic:</u></b> Main Idea &amp; Supporting Details</p> <p><b><u>Activities:</u></b>            Read: “Lasso Lou and Cowboy McCoy”            Lasso Bubble Map            Paper Bag Cowboy Puppet</p>	<p><b><u>Topic:</u></b> Writing to Inform</p> <p><b><u>Activities:</u></b>            Read: “Armadillo Rodeo” (Fiction) &amp; Amazing Armadillos (Nonfiction)            Guess the Bandit: Write Facts about Self &amp; Illustrate Cowboy</p>	<p><b><u>Topic:</u></b> Graphing &amp; Measuring</p> <p><b><u>Activities:</u></b>            Read: “Armadilly Chili”            Chili Cook-off: Student’s make Chili in Groups            Make a Class Do you Like Chili? Graph</p>
Day 6	Day 7	Day 8	Day 9	Day 10
<p><b><u>Topic:</u></b> Tattling</p> <p><b><u>Activities:</u></b>            Read: Armadillo Tattletale            Show: Wise Owl Says videos            Pre/Post Test Read Out loud            Let’s Talk about it drawing activity            Connect the Dots            Make a Macaroni Noodle Armadillo</p>	<p><b><u>Topic:</u></b> Following Directions</p> <p><b><u>Activities:</u></b>            Read: The “My Name is Texas” Poem, discuss the regions of Texas, and their products.            Divided map of Texas listening activity.            Read: T is for Texas Texas Symbol Centers</p>	<p><b><u>Topic:</u></b> Helping Others</p> <p><b><u>Activities:</u></b>            Read: “The Little Red Hen”            Brainstorm using a Predictable Chart            Write “I will help...” sentences            Create a Red Hen in pairs (1 partner uses hands, 1 uses eyes)</p>	<p><b><u>Topic:</u></b> Sequencing</p> <p><b><u>Activities:</u></b>            Reread: “The Little Red Hen”            Sequence pictures using “The Little Red Hen’s Song”            Making Bread Sequencing Sheet            Make Bread in a Bag</p>	<p><b><u>Topic:</u></b> Compare &amp; Contrast, Characters, &amp; Setting</p> <p><b><u>Activities:</u></b>            Read: “The Little Red Hen Makes a Pizza”            Chart Differences between The Little Red Hen Books            Class Retelling Murals &amp; Interactive Writing</p>

Day 11	Day 12	Day 13	Day 14	Day 15
<p><b>Topic:</b> Beginning, Middle, and End , Measuring and Patterns</p> <p><b>Activities:</b> Read: “Baby Rattlesnake” Discuss and Write Beginning, Middle, &amp; End of the Story as a class, Complex Pattern Rattlesnake Craft, Measuring Play-Doh Snakes with Links</p>	<p><b>Topic:</b> Story Problems, Compare &amp; Contrasting</p> <p><b>Activities:</b> Read: “The Cowboy and the Black-Eyed Pea Compare &amp; Contrast the story with “The Princess and the Pea using a Venn Diagram Hands-on Story Problems w/ real Black-Eyed Peas</p>	<p><b>Topic:</b> Story Problems, Compare &amp; Contrast</p> <p><b>Activities:</b> Read: “The Jalapeño Man” Brainstorm: things that are hot and make a “Hot Book”- A ( ) is as hot as a ( ). Use a Venn Diagram to compare the story to “The Gingerbread Man”</p>	<p><b>Topic:</b> Summarizing, Retelling a Story</p> <p><b>Activities:</b> Read: “The Gingerbread Cowboy” As a class summarize the story on chart paper. Make Gingerbread cowboys Retell the story with partners</p>	<p><b>Topic:</b> Conclusion: Let’s Have a Rodeo!</p> <p><b>Activities:</b> Cowboy Hot-Dog Lunch &amp; Dress-up Day Barrel Racing Horseshoe Pitching Square Dancing</p>



# Goals Chart

Goals	Understandings	Knowledge: Students will know	Skills: Students will be able to:	Activities	Assessments
English Language Arts					
CC.K.R.L.1 Key Ideas and Details:	With prompting and support, ask and answer questions about key details in a text.	Key details in stories	Ask and answer questions about various stories read in class	Read: “Buster goes to Cowboy Camp”	Answer questions orally
CC.K.R.L.2 Key Ideas and Details	With prompting and support, retell familiar stories, including key details.	Sequential order of stories read in class	Retell stories using the main ideas and key details	Sing “The Little Red Hen’s Song”  Making Bread Sequencing Worksheet  Make Gingerbread Cowboys	Retelling Mural  Turn in Worksheet  Dramatization of “Gingerbread Cowboy”
CC.K.R.L.3 Key Ideas and Details:	With prompting and support, identify characters, settings, and major events in a story	The differences between characters and setting and how they relate to the major events in a story	Name characteristics of characters and the setting of a story	Read: “The Little Red Hen”  “The Little Red Hen Makes a Pizza”  T-chart the differences  Read: “Lasso Lou & the Cowboy McCoy”  Lasso Bubble Map	Interactive Writing  Verbal Explanations  Turn in Bubble Map

CC.K.R.L.5 Craft and Structure	Recognize common types of texts (e.g., storybooks, poems).	That poetry and stories are different	Identify the differences between a poem and a story	Read: “My Name is Texas” poem  “T is for Texas”	Agree/Disagree Statements
CC.K.R.L.6 Craft and Structure:	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	The roles of an illustrator and author	Define the roles of an illustrator and an author in a text	Read: “The Little Red Hen”	Demonstrate Knowledge  Answer questions orally
CC.K.R.L.9 Integration of Knowledge and Ideas	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories	The similarities and differences between characters in texts	Compare and contrast two characters from different stories	Read: “The Jalapeño Man” & “The Gingerbread Man”	Venn Diagram
CC.K.R.L.10 Range of Reading and Level of Text Complexity:	Actively engage in group reading activities with purpose and understanding.	How to listen and make inferences about stories read aloud in class.	Predict what’s going to happen next in a story	Read: “Armadilly Chili”  “Baby Rattlesnake”  “The Little Red Hen”  ...and other stories.	Answer questions orally  Journal Response  Response Cards  Thumbs up/down



<p>CC.K.R.I.9 Integration of Knowledge and Ideas:</p>	<p>With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>How to compare and contrast details in different stories</p>	<p>Compare and contrast two stories recognizing the similarities and difference in their illustrations, setting, characters, and key details</p>	<p>“The Cowboy &amp; the Black Eyed Pea” &amp; “The Princess &amp; the Pea”</p> <p>List similarities &amp; differences</p>	<p>Venn Diagram</p> <p>Demonstrate Knowledge</p>
<p>CC.K.W.1 Text Types and Purposes</p>	<p>Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book</p>	<p>That their opinions matter about texts read in class</p>	<p>Compose a written or illustrated opinion piece about a key theme from stories read aloud in class</p>	<p>“I feel like a Cowboy/girl when...” Class book</p>	<p>Illustration</p> <p>Checklist</p> <p>Journal Response</p>
<p>CC.K.W.2 Text Types and Purposes</p>	<p>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>How to write information about a given topic</p>	<p>Create written or illustrated work that informs readers about a given topic</p>	<p>Guess the Cowpoke</p>	<p>List of Facts</p> <p>Illustration</p> <p>Checklist</p>

CC.K.L.1.f Conventions of Standard English	Produce and expand complete sentences in shared language activities	How to write complete sentences	Construct complete sentences in written activities	Write “I will help...” sentences	Checklist  Journal Response
CC.K.L.2.d Conventions of Standard English:	Spell simple words phonetically, drawing on knowledge of sound- letter relationships.	To sound out sight words phonetically	Spell sight words by sounding out letters during written activities	Brainstorm things that are Hot and things you can do to help using predictable charts  Discuss and Write Beginning, Middle, & End of the Story as a class  Make a ( ) is as hot as a ( ) Class Book.	Demonstrations (writing sight words in predictable charts and beginning, middle, end chart)  Checklist

Math

CC.K.OA.2	Understand addition as putting together and adding to, and subtraction as taking apart. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	That adding is putting together and subtraction is taking apart	Solve addition and subtraction word problems using objects	Story Problems with Black-Eyed Peas  Cowboy Hat Addition Toss	Turn in worksheet  Translations (word problems into equations)
CC.K.MD.2	Describe and	How to describe	Measure	Measuring	Answer

	compare measurable attributes. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference	two objects and compare their measurable attributes	objects and describe if an object has more or less of an attribute	PlayDoh snakes with Links  Chili Cook-off	questions orally  Graphing  Turn in Worksheet  Summaries
CC.K.G.1	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	The shapes in their environment	Locate shapes and describe their relative position	Create a Red Hen in pairs	Demonstrate Knowledge  Verbal Explanations  Scavenger Hunt

Science

11A. Know and apply the concepts, principles and processes of scientific inquiry.	11.A.1e Arrange data into logical patterns and describe the patterns.	How to create patterns and interpret them.	Develop complex patterns and describe their pattern.	Complex Pattern Paper Plate Snake  Chili Pepper Patterns	Verbal Explanations  Final Product
<b>11A. Know and apply the</b>	11.A.1f Compare observations of	To compare and contrast data	Interpret graphs and	Cowboy/Girl Glyph	Answer questions orally

<b>concepts, principles and processes of scientific inquiry</b>	individual and group results.		compare their observations with their classmates findings	Do you like Chili? graph	Graphs
12E. Know and apply concepts that describe the features and processes of the Earth and its resources.	12.E.1b Identify and describe patterns of weather and seasonal change.	How weather affects an area	Illustrate weather and seasonal changes in Texas	Read: "Cactus Hotel"	Create a Model

**Social Science**

16A. Apply the skills of historical analysis and interpretation.	16.A.1c Describe how people in different times and places viewed the world in different ways.	People around the world and from different time periods view the world differently	Describe how people in other areas or time periods view the world.	Wagon Trail Travel & the Pony Express activity  Panning for Gold	Journal Responses  Pony Express Simulation  Role Play
16D. Understand Illinois, United States and world social history.	16.D.1 (W) Identify how customs and traditions from around the world influence the local community	Different customs, traditions, and holidays influence communities	Discuss western traditions and how they influence the local communities	Texas Symbol Centers	Verbal Explanations  Answer Questions Orally
17A. Locate, describe and explain places, regions and features on the Earth.	17.A.1b Identify the characteristics and purposes of geographic representations including maps, globes, graphs, photographs, software, digital images and be able to locate specific places using each.	How to identify geographic characteristics using pictures, maps, and globes.	Point out states and continents on a map or globe and recognize features of those places in illustrations.	Introduce Texas-show on map/globe  Pass out pictures of The West  Make Wanted Posters	Maps  Turn in Worksheet  Demonstrate Knowledge

**Social Emotional**

<b>2A: Recognize the</b>	<b>2A.1a.</b> Use listening skills to identify the	That listening is respectful in the	Listen to their friends and	Read: The "My Name is	Turn in Map
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<b>feelings and perspectives of others.</b>	feelings and perspectives of others	classroom	respect their thoughts and feelings	Texas” Poem, discuss the regions of Texas, and their products.  Divided map of Texas listening activity.	Answer questions orally
<b>2C: Use communication and social skills to interact effectively with others.</b>	<b>2C.1a.</b> Identify ways to work and play well with others	To play well with others	List ways to play well with others and practice in the classroom	Create a Red Hen in pairs (1 partner uses hands, 1 uses eyes)	Turn in Finished Red Hen project
<b>2C: Use communication and social skills to interact effectively with others.</b>	2C.1b. Demonstrate appropriate social and classroom behavior	The rules and appropriate behavior	Role-play social situations and demonstrate these behaviors during activities	Wise Owl Says Video  Read: “Armadillo Tattletale”  Make a “Tattle box”	Pre/Post Test  “Let’s Talk about It” Illustration
<b>3C. Contribute to the well-being of one’s school and community.</b>	<b>3C.1a.</b> Identify and perform roles that contribute to one’s classroom	Ways to contribute to one’s classroom	Explain why it is important to help in the classroom and perform helpful acts	Read: “The Little Red Hen”	Answer questions orally  Demonstrate Understanding
<b>3C. Contribute to the well-being of one’s school and community.</b>	<b>3C.1b.</b> Identify and perform roles that contribute to one’s family	Ways to help at home and in the community	Give examples of how to help at home and in the community	Make Predictable Chart	Make a List  Journal Response

# Introductory Activity

The students will explore the laws and customs of the Old West by learning about WANTED posters. We will read “The Legend of Lightning Larry” and discuss why the characters were wanted in the story. They will learn how to write the word wanted, draw a self portrait of themselves, and participate in a guided writing exercise by responding to the teacher's questions: “What are you wanted for?” and “What is the reward?” The introductory day will end with a good old fashioned cowboy breakfast to kick-off the rodeo. The class will eat sausage biscuits, drink orange juice, sing cowboy songs, and read the first cowboy book; “Buster goes to Cowboy Camp”.



# Activities Section

1. **Wanted Posters:** After brainstorming reasons the students could be “wanted” for, the students’ will create their own posters by drawing a self portrait and participating in a guided writing activity.
2. **Cowboy & Cowgirl Glyph:** Students answer questions about themselves. Each question matches a body part or clothing article for a cowboy. Everybody follows the graph to create their construction paper cowboys. Then students’ are able to analyze the pictorial data.
3. **“I feel like a Cowboy/Girl When...” Class Book:** Each child will create a page in the “I feel like a Cowboy/Girl When...” book by finishing the sentence and drawing a picture to match.
4. ***Lasso Lou & Cowboy McCoy* Bubble Map:** Using twine, students will create lassos on a piece of cardstock to represent a bubble map. Then, as a class we will fill it in with the main idea and the key details *Lasso Lou & Cowboy McCoy*.
5. **Paper Bag Cowboy Puppet:** Students will cut out the components of the Cowboy and paste them together making a Cowboy Puppet that they can use to retell stories we read in class.
6. **Guess the Cowpoke:** We will create a bandit using construction paper and a piece of a bandana. Underneath the bandana, students will write their names. Below the bandit students will write facts about themselves. This will be an interactive bulletin board where students can use the facts to “Guess the Cowpoke”.

7. **Chili Cook-off:** Students will have all the ingredients needed to make a Texas Chili. They will write their recipes using measurements and then create their creation. There will be no limits on amount of any of the ingredients.
8. **Class Graph: Do you like Chili?:** As a class, we would create a graph after tasting the Chili from the Chili Cook-off.
9. **Macaroni Noodle Armadillo:** While talking about the characteristics of fiction and nonfiction armadillo books students would accompany that discussion by making a armadillo with metallic macaroni noodles.
10. **Divided Map of Texas Listening Activity:** Using the poem, “My Name is Texas” students’ will place pictures of Texas symbols on a Texas map as they are read from the poem.
11. **Texas Symbols Centers:** Students’ will rotate in 5 centers. Making blue popcorn Bluebonnets, Tissue Paper Texas Flags, Crayon Resistance Washed Monarch Butterflies, Finger-painted Pecan Tree and Mockingbirds.
12. **“I will help...” Sentences:** After brainstorming ways we can help at school, at home, and in the community, students’ will write their own “I will help...” goal sentences on sentence strips.
13. **Eyes or Hands Red Hen Activity:** In order to practice working together, students will create a construction paper Little Red Hen in



partners. But there's a catch! One partner can ONLY use their eyes, and one partner can ONLY use their hands.

14. Chili Pepper Patterns: Students' use yellow, green, and red construction paper peppers to make complex patterns.
15. Bread in a Bag Science Experiment: Students' will measure ingredients, mix them together, and knead the dough; all in a large Ziploc bag to create bread dough! All they'd have to do is take it home and bake!
16. Retelling Mural: As students' discuss the characters and setting of the story *The Little Red Hen makes a Pizza* and assign each student a component to create on the butcher paper; either by drawing or tearing construction paper.
17. Complex Pattern Paper Plate Rattlesnake: Make a spiral snake out of a paper plate and make an abstract shape and complex pattern with construction paper around the entire snake.
18. PlayDoh Snakes Activity: First, as a class we would make green Kool-Aid PlayDoh. Then each student would make a snake as long as they'd like. We'd then use links to measure our snakes and graph the lengths of our class snakes together.
19. Black-eyed Pea Story Problems: The students' would each get white circle and story problem worksheet. They would create the story problems with Black-eyed Peas in the white circle and record their answers on the worksheet!

20. *The Jalapeño Man* Venn Diagram: Using a Venn Diagram, as a class we'd compare and contrast *The Jalapeño Man* with *The Gingerbread Man*.
21. "A ( ) is as Hot as a ( )" Class Book: Students will talk brainstorm things that are Hot and write similes and draw an accompanying picture to make a class book!
22. Gingerbread Cowboy Craft: Using a template, create a Gingerbread Cowboy to retell the story.
23. Wagon Trail Travel and the Pony Express Simulation: Each student would make a list of things that they would want to take on a wagon trip across the plains. Then as a group, the class as to decide what is the most important. Then students' will recreate the Pony Express with another classroom by writing letters back and forth throughout the day!
24. *Cactus Hotel* Clay Habitat: Using a popsicle stick, clay and spaghetti noodles, students' will make a cactus and then create a habitat around that in a shoebox to illustrate a habitat out west.
25. Cowboy Hat Addition Toss: With a deck of cards and a cowboy hat students will toss cards from a distance and try to make them land in the hat. When multiple cards land in the hat, students will add the numbers together and write the problem on their worksheet.

26. Panning for Gold: Students' will paint rocks gold to make pieces of gold and sift with strainers in a sensory table filled with sand and water.
27. *The Cowboy and the Black Eyed Pea Venn Diagram*: The class will compare and contrast *The Cowboy and the Black Eyed Pea* with *The Princess and the Pea*.
28. Potato Brands: Students can make branded cowhides by tearing off the edges of a brown paper bag, crumpling it up, and branding them with painted potato halves that have cut-out designs on them.
29. *Wise Owl Says Video*: Show this video that is designed to reinforce the students' understanding of the differences between telling and tattling.
30. Using *Armadillo TattleTale*, Create The Tattle box: Read *Armadillo TattleTale* and as a class create a "tattlebox" out of a shoebox. Students' will be instructed write or draw their problems down and put their tattle notes in the box..



# Differentiation Chart

Activity	Intelligence	Cognitive Level	Creativity Level	Differentiation (content, process or product)
Wanted Posters	Verbal-Linguistic Visual-Spatial	Creating	Originality	<b>Process:</b> Some students will be asked to write sentences and others will dictate their answers to the teacher.
Cowboy/Girl Glyph	Logical-Mathematical Visual-Spatial	Analyzing	Fluency	<b>Process:</b> Students' with fine motor difficulty will have their cowboy construction paper pieces pre-cut out.
"I feel like a Cowboy/Girl When..." Class Book	Verbal Linguistic Visual-Spatial	Creating	Curiosity	<b>Product:</b> Students' can write full sentences or illustrate their book page.
"Lasso Lou and Cowboy McCoy" Bubble Map	Verbal-Linguistic	Understanding	Elaboration	<b>Process:</b> Some students' will come up with their own key details from the story to put in the lasso bubbles. Struggling students' will be given printed copies of the key details to paste on their graphic organizer.

<b>Paper Bag Cowboy Puppet</b>	<b>Visual-Spatial</b>	<b>Creating</b>	<b>Originality</b>	<b>Product:</b> Students' will be given a choice board. The puppet will only be one option of 9 art activities.
<b>Guess the Cowpoke</b>	<b>Verbal-Linguistic</b> <b>Intrapersonal</b> <b>Visual-Spatial</b>	<b>Remembering</b> <b>Creating</b>	<b>Curiosity</b>	<b>Content:</b> Student's who struggle with writing would only have to write 1 fact about themselves. The rest of the students' would be expected to write anywhere from 5-10.
<b>Chili Cook-Off</b>	<b>Logical-Mathematical</b> <b>Interpersonal</b>	<b>Creating</b>	<b>Risk Taking</b>	<b>Process:</b> Students' will be placed in groups where they can take an active role in the components they'll be successful with.
<b>Class Graph: Do you like Chili?</b>	<b>Logical-Mathematical</b>	<b>Analyzing</b>	<b>Complexity</b>	<b>Product:</b> If a student wasn't able to try the chili because of allergies or they weren't in class that day. That student could make a graph of their own on what they're classmates thought; not including their opinion.
<b>Macaroni Noodle Armadillo</b>	<b>Visual-Spatial</b>	<b>Creating</b>	<b>Originality</b>	<b>Process:</b> Provide a visual prompt of the finished project for a struggling student

<b>Divided Map of Texas Listening Activity</b>	<b>Verbal-Linguistic Intrapersonal</b>	<b>Evaluating</b>	<b>Elaboration</b>	<b>Process:</b> Students' who need more time to complete the activity and can't keep up with the pace of the CD, could be sent to the listening center when the teacher is finished to hear the directions read aloud a few more times.
<b>Texas Symbol Centers</b>	<b>Visual-Spatial Interpersonal</b>	<b>Creating</b>	<b>Originality</b>	<b>Content/Product:</b> Students' who work at a slower pace or have learning difficulty could only be expected to complete 2 of the 5 centers one on one with the teacher or aide.
<b>"I will help..." Sentences</b>	<b>Verbal-Linguistic</b>	<b>Understanding</b>	<b>Fluency</b>	<b>Process:</b> Instead of using sentence strips, the struggling student could use adaptive paper.
<b>Eyes or Hands Red Hen Activity</b>	<b>Visual-Spatial Interpersonal</b>	<b>Applying</b>	<b>Risk Taking</b>	<b>Process:</b> Teach peers how to be helpful to their classmates who struggle and pair accordingly for this activity.
<b>Chili Pepper Patterns</b>	<b>Logical-Mathematical</b>	<b>Analyzing</b>	<b>Complexity</b>	<b>Content:</b> Students' could create basic AB patterns instead of working on complex patterns if necessary.

<b>Bread in a Bag Experiment</b>	<b>Logical-Mathematical</b> <b>Body-Kinesthetic</b>	<b>Creating</b>	<b>Curiosity</b>	<b>Product:</b> A student with a wheat allergy could sequence the steps needed to make bread instead of actually making it.
<b>Retelling Mural</b>	<b>Verbal-Linguistic</b> <b>Visual-Spatial</b>	<b>Evaluating</b>	<b>Elaboration</b>	<b>Process:</b> Since this activity is lengthy in time, a student with an attention deficit issue could be offered frequent breaks in order to complete the activity.
<b>Complex Pattern Paper Plate Snake</b>	<b>Logical-Mathematical</b> <b>Visual-Spatial</b>	<b>Analyzing</b>	<b>Complexity</b>	<b>Content:</b> Students' could create basic AB patterns instead of working complex patterns.
<b>PlayDoh Snakes Measuring Activity</b>	<b>Logical-Mathematical</b> <b>Body Kinesthetic</b>	<b>Analyzing</b>	<b>Complexity</b>	<b>Process:</b> Students' who have trouble remembering directions could have a visual outline of the directions in front of them.
<b>Black-eyed Pea Story Problems</b>	<b>Logical-Mathematical</b> <b>Visual-Spatial</b> <b>Body Kinesthetic</b>	<b>Understanding</b>	<b>Flexibility</b>	<b>Content:</b> Struggling students' would be given less difficult and less quantity story problems to complete with their Black-eyed Peas.
<b>“The Jalapeño Man” Venn Diagram</b>	<b>Verbal Linguistic</b>	<b>Analyzing</b>	<b>Elaboration</b>	<b>Process:</b> Have students' who struggle with writing use a computer to complete their graphic organizer.

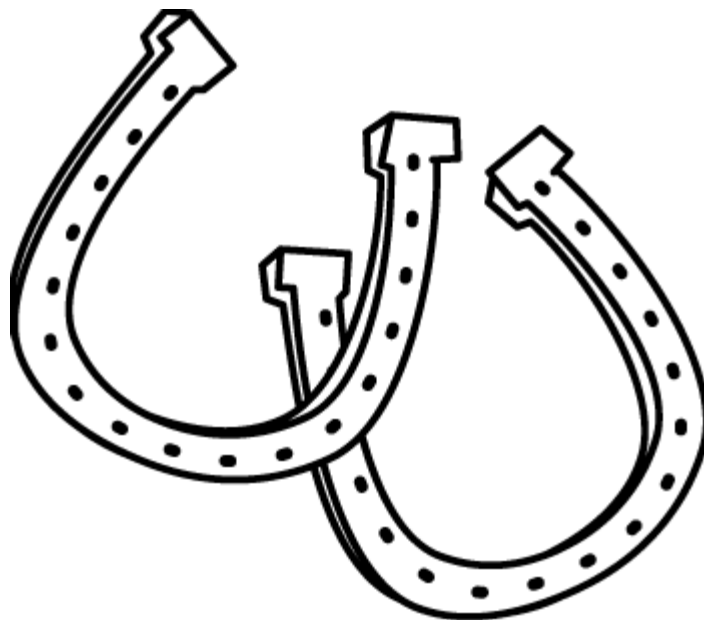
“A ( ) is as hot as a ( ).” Class book	Verbal Linguistic	Creating	Fluency	<b>Process:</b> Some students will be asked to write words and others will dictate their answers to the teacher.
Gingerbread Cowboy Craft	Visual-Spatial	Creating	Originality	<b>Product:</b> Students’ will be given a choice board. The Gingerbread Cowboy craft would only be one option of 9 to complete in order to retell the story. i.e. students’ could also make a puppet, diorama, song, etc.
Wagon Trail Travel and the Pony Express Simulation	Verbal-Linguistic Body Kinesthetic	Applying	Imagination	<b>Process:</b> Students’ will be paired with partners or groups so they can work together to complete the assignment.
“Cactus Hotel” Clay Habitat	Naturalist Visual-Spatial	Applying Creating	Originality	<b>Process:</b> For those allergic to wheat, they could construct their cactus with a cucumbers and toothpicks instead of playdoh and spaghetti noodles.
Cowboy Hat Addition Toss	Logical-Mathematical Body-Kinesthetic	Understanding	Flexibility	<b>Process:</b> Let a student with assistive technology use an adaptive calculator to solve the problems.
Panning for Gold	Body Kinesthetic Visual-Spatial	Applying	Imagination	<b>Process:</b> Create a behavior contract for students’ who have trouble controlling their behavior in this area.



<b>“The Cowboy and the Black-eyed Pea” Venn Diagram</b>	<b>Verbal-Linguistic</b>	<b>Analyzing</b>	<b>Elaboration</b>	<b>Process:</b> Have students’ who struggle with writing use a computer to complete their graphic organizer.
<b>Potato Brands</b>	<b>Visual-Spatial</b> <b>Body-Kinesthetic</b>	<b>Creating</b>	<b>Originality</b>	<b>Process:</b> Students’ who have impulse issues would not be given a plastic knife for the brand. They would draw their design and the teacher would brand their potato iron.
<b>“Wise Owl Says” Videos</b>	<b>Visual-Spatial</b>	<b>Understanding</b>	<b>Curiosity</b>	<b>Process:</b> Give preferential seating to those who have trouble seeing.
<b>Create the “Tattlebox”</b>	<b>Visual-Spatial</b> <b>Intrapersonal</b>	<b>Applying</b>	<b>Risk Taking</b>	<b>Process:</b> Some students’ could draw pictures of their tattles and others could write words.

# Culminating Activity

This fun unit gets the students ready for an extremely special culminating event; the Round-Up Rodeo. Throughout the week, the students teamed up with another kindergarten classroom to simulate the pony express by writing letters back and forth. And on the last day of the unit, both classrooms will participate in an afternoon rodeo and cowboy dress-up day. Students will come dressed in clothing that they've learned cowboys and cowgirls wear. They will eat a hot-dog lunch and then get to participate in the rodeo (similar to a field day). Activities that will be a part of the rodeo include: Barrel Racing, Horseshoe Pitching, Haystack Searching, Branding, Roping Lessons, and Square Dancing. Yee-haw!



# Daily Lesson Plan 1

Danielle Pizzolato

1-28-2012

Language Arts, Social Sciences

Kindergarten

45 minutes

## Preliminary Planning

**Topic/Focus:** Helping Others

### **Illinois Learning Standards:**

- **2A.1a.** Use listening skills to identify the feelings and perspectives of others
- **2C.1a.** Identify ways to work and play well with others
- **3C.1a.** Identify and perform roles that contribute to one's classroom
- **3C.1b.** Identify and perform roles that contribute to one's family
- **14.C.1** Identify concepts of responsible citizenship including respect for the law, patriotism, civility and working with others.
- **CC.K.R.L.2** Key Ideas and Details: With prompting and support, retell familiar stories, including key details.
- **CC.K.R.I.6** Craft and Structure: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **CC.K.R.I.10** Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.
- **CC.K.W.2** Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic
- **CC.K.SL.2** Comprehension and Collaboration: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **CC.K.L.1.f** Conventions of Standard English: Produce and expand complete sentences in shared language activities

### **Objectives: The students will be able:**

1. To define the roles of an illustrator and author of a text (cognitive, affective)
2. To explain why it is important to help others at home, in the classroom, and in the community. (cognitive, affective)
3. To give an example of how to help others (cognitive)
4. To predict what's going to happen next in a text (cognitive)
5. To discuss key events of a text (affective)
6. To write complete sentences (cognitive, affective)

### **Materials:**

- grains of wheat
- wheat stalks
- loaves of bread

- “The Little Red Hen” by Lucinda McQueen
- chart paper and markers
- sentence strips and pencils
- red and yellow construction paper Red Hen pieces
- googly eyes and glue
- bandanas

**Preparation:**

- gather materials
- trace and cut out the Red Hen pieces
- pre-write “I will help...” on sentence strips

**Technology used:**

- Xerox machine

**Classroom Setting:**

A circle time carpet and easel with chart paper is on one side of the room. The other side of the room has the circular tables and chairs. There are 4 students per table.

**Key Behavioral Reminders:**

- Keep your hands to yourself
- Sit criss-cross applesauce
- Raise your hand
- Work together
- Follow directions the first time they are given

**Anticipated Problems:**

- Some of the students have already read the story and know the ending during prediction time. (Reinforce that if you already know the ending, you should let other friends predict what’s going to happen.)
- Pairs have one student that is too shy to give directions to the other during The Little Red Hen exercise. (I could stimulate a better exchange of ideas by putting a shy student in a group of three rather than two.)

**Instructional Plan**

**Anticipatory Set:**

“What do you think I have in my hand?” (Possible answers: rice, nuts, cereal, and **wheat grains**) Let the students feel and hold onto the grains of wheat and then also touch the wheat stalks and eventually the loaf of bread. I’ll discuss with the students what each item is. Then ask the students, “Do you know how a loaf of bread is made?” (Possible answers: cook it in the oven, make it in a bread maker, mix it, buy it at the store, **from wheat**) I’ll then explain that it takes a lot of time and hard work to get from grain to bread. “Today and tomorrow we are going to learn all about that process!”

### **Sequence of Learning Activities:**

1. Instruct the students to sit criss-cross applesauce on the circle time carpet.
2. Introduce the title, author, and illustrator of the book, "The Little Red Hen". Talk about the roles of an author and illustrator.
3. Show the cover of the book to the students and talk about what the hen, cat, goose, and dog are doing.
4. Take a picture walk through the book being sure to discuss what's happening in each picture. This is the time when I would introduce the new vocabulary: sprout, thresh, ground, and knead.
5. Stop the picture walk right after the hen places the dough in the oven and have the students predict what they think will happen next.
6. Read the book aloud and see what happens when the bread comes out of the oven.
7. Generate a discussion about the key events in the story. Use questions to aide your discussion.
8. Have the students brainstorm a list of small ways that they could help others at home, in the classroom, and in their community. (Possible answers: hold the door, clean my room, teach a friend something they don't understand, etc) Write the students answers on a piece of chart paper.
9. Instruct the students to find their seats around the tables
10. Have the teacher helper pass out sentence strips and pencils to each child
11. Model how to write an "I will help \_\_\_\_\_" sentence. (Example: I will help bake bread.")
12. Have the students write their "I will help \_\_\_\_\_" sentences on the sentence strips, writing their name at the end of the sentence.
13. Reread each sentence out loud; tracking the print as each student reads.
14. Split the students into pairs.
15. Explain that they are going to be making The Little Red Hen.
16. Show the students the supplies and pass them out to each pair of children (1 red large oval body, 2 red smaller oval wings, 2 yellow triangle feet, 1 yellow heart comb, 1 orange triangle beak, and 2 googly eyes)
17. Describe "the catch". "You will need to help each other to make The Little Red Hen because one of you can only use your hands and the other one of you can only use your eyes."
18. Ask the class how they think they're going to accomplish the task? (Possible answers: listen, give good directions, hand over hand, etc)
19. Pass out the bandanas to each child and help one child from each pair blindfold their eyes and the other child tie hands behind their backs.
20. Start a timer for 10 minutes and have the students work at making their best Little Red Hen.
21. Clean up tables and have the students meet back at the circle time carpet for closure.

### **Differentiation:**

- Process: When writing the "I can help \_\_\_\_" sentences, students who struggle with fine motor skills could dictate their answer to the teacher and then trace what the teacher wrote instead of writing it completely on their own.
- Content: During circle time the student could answer a question about the story wrong. The focus could be less on right and wrong and more on reasoning and communication. If the child gave the wrong answer but was able to logically explain their reasoning for the answer, they should be praised. Working more on the process instead of the content.

- Outcome: For a student that struggles with the English language, instead of being able to dictate or list examples of how to help others, they might be able to draw pictures of how they could help others at home, in the classroom, and in the community.

### **Typical Discussion Questions:**

- How do you think the little red hen felt doing all of the work by herself?
- How do you think the little red hen felt when all the animals wanted to eat the bread she had made?
- What lesson did the animals learn? Do you think they will be more willing to help out next time? Why or why not?
- How would the story be different if all the animals had agreed to help the little red hen with the work?
- What kinds of things can you do to help at home, in the classroom, and in the community?

**Closure:** As the students gather at circle time I want to close the lesson by practicing their retelling of key events in the story. The students would use their little red hens they've made and other laminated characters that I would provide to retell the story to their partner. Then I would ask a closing question. Can you come up and share one thing that you are going to do this week to help someone? Taking turns the students would come to the front of the class and share their idea to help!

### **Assignment:**

N/A

**Rationale:** This lesson has a lot of application for a Kindergarten student. Comparing themselves to "The Little Red Hen" will help them learn and apply the social skill of helping others in their life.

**Extension Activity:** The next day I would have the students reread "The Little Red Hen" and use pictures to sequence the story. I could also have them sequence the steps to making bread and actually make Bread in a Bag. Another activity would be comparing and contrasting the story using a Venn diagram with "The Little Red Hen Makes a Pizza".

## **Post-Instructional Reflection**

### **Assessment/Evaluation of Student Learning:**

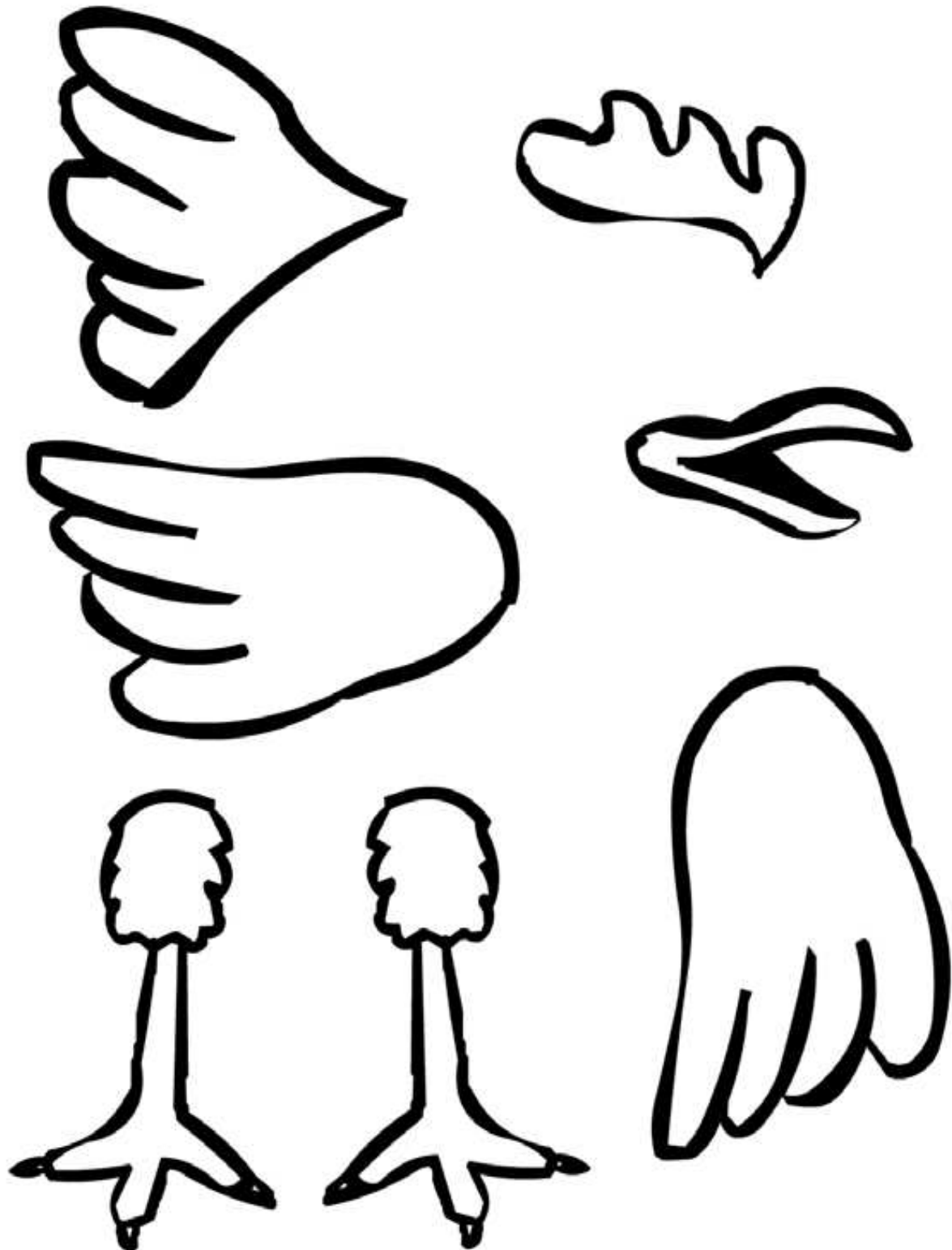
1. Was there a part of the plan that was successful, but that you wouldn't use again? Describe why?
2. Did the students truly understand? On what level? How do I know that they did or did not?

### **Reflection on Student Teaching:**

1. How can I capitalize on what really worked well?
2. How could problems have been avoided? How can I help ensure that the same problems don't occur next time?
3. What goals can I set for myself? What steps do I need to take? What resources can I use to reach my goal?

Name \_\_\_\_\_ Date \_\_\_\_\_

# Hen Body Parts



# Daily Lesson Plan 2

Danielle Pizzolato

2-28-2012

Language Arts and Math

Kindergarten

45 minutes

## Preliminary Planning

**Topic/Focus:** The Little Red Hen/Characters & Sequencing/Centers

### **Illinois Learning Standards:**

- **2C.1a.** Identify ways to work and play well with others
- **2A.1a.** Use listening skills to identify the feelings and perspectives of others
- **CC.K.R.L.2** Key Ideas and Details: With prompting and support, retell familiar stories, including key details.
- **CC.K.R.L.3** Key Ideas and Details: With prompting and support, identify characters, settings, and major events in a story
- **CC.K.R.I.10** Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.
- **CC.K.SL.2** Comprehension and Collaboration: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **CC.K.OA.2** Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- **CC.K.G.1** Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

### **Objectives: The students will be able:**

7. To describe the characters in a story (cognitive, affective) (CC.K.R.L.3)
8. To answer questions about key details in a story (affective) (CC.K.SL.2)
9. To organize events in sequential order (cognitive, affective, psychomotor) (CC.K.R.L.2)
10. To match addition facts to their correct answers (cognitive) (CC.K.OA.2)
11. To create and describe shapes (cognitive) (CC.K.G.1)
12. To follow directions in a group setting (affective, psychomotor) (2A.1a.)

### **Materials:**

- Mason jar
- Straws
- “The Little Red Hen” by J.P Miller
- Hen, duck, cat, and pig pictures
- Colored tape
- Play food pieces
- Construction paper



- Glue
- Grains (i.e. cereal, cornmeal, pasta, rice, etc)
- Sequencing Activity Worksheet
- Crayons
- Scissors
- Gallon Ziplocks
- Bread in a Bag recipe
- Flour, sugar, dry milk, yeast, salt, oil, and heavy cream
- Baby food jars
- Addition Bread halves
- Contact paper
- Cookie cutters
- Play-doh scissors
- Slices of bread
- Shapes Worksheet
- Plastic Knives

**Preparation:**

- gather materials
- make bread kits
- tape the food pyramid outline on the floor
- cut out and assemble straw puppets
- make copies of the sequencing worksheets
- contact paper the addition bread halves
- load the website for “The Little Red Hen” story

**Technology used:**

- Xerox machine
- Computer
- Projector

**Classroom Setting:**

A circle time carpet and easel with chart paper is on one side of the room. The projector and screen are to the left of the students at circle time. The room is sectioned off. There are four tables spread throughout the room in different interest areas. 2 tables are by the art supplies, 1 is by the science center, and the other table is in the writing center.

**Key Behavioral Reminders:**

- Keep your hands to yourself
- Sit criss-cross applesauce
- Raise your hand
- Work together
- Follow directions the first time they are given

### **Anticipated Problems:**

- Gluten allergies are very common now. If there was a student with a gluten allergy, I'd probably have to look into a gluten free option for the bread making or an alternative assignment for them.
- Technology is always a concern. The video may not play or load. If it doesn't, we could just reread the actual story instead of listening to it.

### **Instructional Plan**

### **Anticipatory Set:**

"Class, as you find your seats please grab a straw character from my jar." (There will be 3 of each character; hen, duck, cat & pig) When the students find their seats, they will begin wondering why they have them. As the students begin to ask questions like, "Why do I have a pig?", "What are we going to do?", etc, I explain that today we are going to hear the story "The Little Red Hen" and that we'll also be having centers.

### **Sequence of Learning Activities:**

1. Just a refresher, Can anybody tell me what the character in a story is? (Possible Answers: a person, the focus of the story, an animal, etc)
2. We're going to listen to "The Little Red Hen" story. But every time you see your character, I want you to raise your straw puppet in the air.
3. The students will listen to the story (If using this as a follow up lesson, this will be the 2<sup>nd</sup> time that the children have heard this story): <http://www.speakaboos.com/story/the-little-red-hen>
4. Generate a discussion about the key events in the story. Use questions to aide their discussion.
5. Explain that we are going to have centers today. Instruct the students that their groups are going to be with the people in the room that have the same animal character as them.
6. Students will then locate and sit with their groups.
7. I will then begin to explain to all the students their first center: "For our first center, we are adding the last but largest section to our food pyramid. Does anybody have a guess as to what that might be? (Answer: Grains/bread) Great!
8. There is a basket full of food and as a group, you need to work together to sort our foods into the individual food groups. For example, I have an orange. Does anyone know what food group I should place this in? (Answer: Fruit)
9. "When you are finished sorting, you are going to make a grain texture picture. I have oatmeal, pasta, cereal, corn meal, rice, flour, etc out for you. Make lines of glue across your construction paper and begin to use these grains like you'd use glitter to create a picture."
10. "Does anyone have any questions about that center?"
11. "Ok, moving on to your 2<sup>nd</sup> center... After reading "The Little Red Hen" and briefly talking about how bread is made, you are going to do a sequencing activity. You are going to color, cut out, and paste in order the steps you think are needed to make bread. Any questions?"
12. "Your 3<sup>rd</sup> center will be teacher guided. We are going to actually make bread in a bag and butter in a jar just like The Little Red Hen did! As a group you are going to follow the recipe I gave you to make bread in a bag. While you are waiting for it to rise, you will be making your very own butter by shaking heavy cream in a baby food jar. There will be more directions given to you from me while your there."
13. "And lastly, at center 4, you will be working on addition problems with loaves of bread. One side of the bread has math problems on it and the other halve has the answers to those problems."

14. “When you’re finished matching all the halves to make whole loaves of bread, you will be cutting shapes out of slices of bread. You can use cookie cutters or playdoh scissors. But as a group, you need to make all the shapes listed on this sheet!
15. Alright, does everybody understand? Any last questions? Ok, your teachers will be walking around to assist you with anything you may need. At this time I would instruct the students to their centers and say that in 10 minutes the timer will ring for us to switch!
16. After each group has gotten to participate in the individual centers, I will instruct the students to clean-up and meet down on the circle time carpet.

**Differentiation:**

- Process: Student’s who struggle with fine motor skills could have their sequencing pieces pre-cut for them.
- Content: Students who are struggling with number recognition or are behind in math could work on matching numbers 1-20 to “domino” dots on the other half of bread. They can work more on counting instead of addition problems.
- Outcome: For a student that has a gluten or wheat allergy, they could draw pictures of wheat objects instead of making the grain texture picture.

**Typical Discussion Questions:**

- How do you think the little red hen felt doing all of the work by herself?
- What are the steps that the little red hen needed to make bread?
- How do you think the little red hen felt when all the animals wanted to eat the bread she had made?
- What lesson did the animals learn? Do you think they will be more willing to help out next time? Why or why not?
- How would the story be different if all the animals had agreed to help the little red hen with the work?

**Closure:** As the students gather at circle time I want to close the lesson by practicing their retelling of key events in the story. The students would use their straw puppets to retell “The Little Red Hen” story to their partner. Then I would close by allowing the students to have a taste of the bread and butter they’d created.

**Assignment:**

N/A

**Rationale:** This lesson has a lot of application for a Kindergarten student. Comparing themselves to “The Little Red Hen” will help them learn and apply the social skill of helping others in their life. When they are working together in groups during centers, students will learn how to work together to complete a task. That is a skill that they will use for the rest of their lives.

**Extension Activity:** The next day I would have the students compare and contrast “The Little Red Hen” to “The Little Red Hen Makes a Pizza” using a Venn Diagram. I’d show the differences between when the animals help the little red hen and when they don’t. I would relate that to helping out their friends and sharing in the classroom.

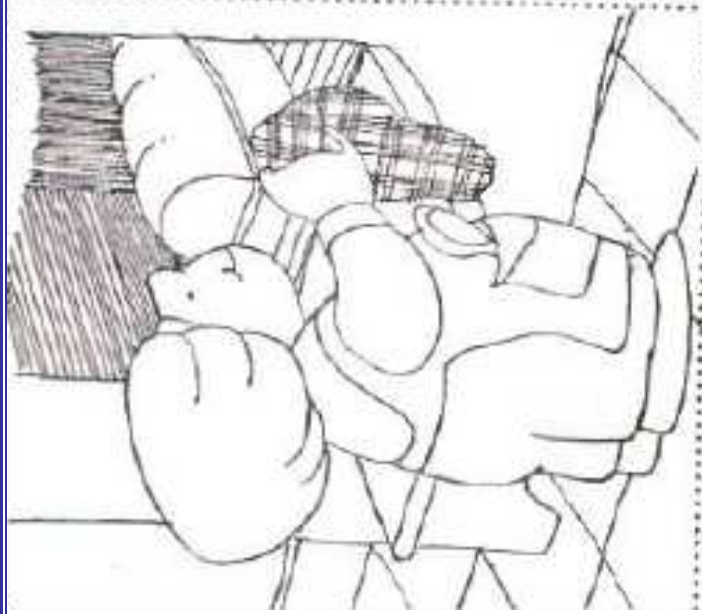
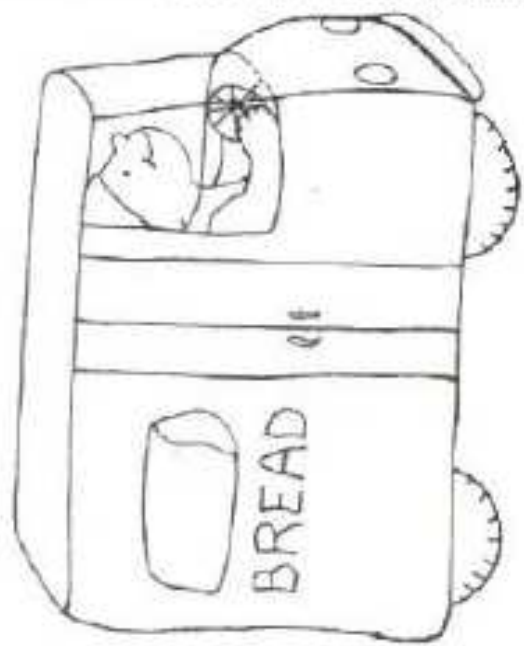
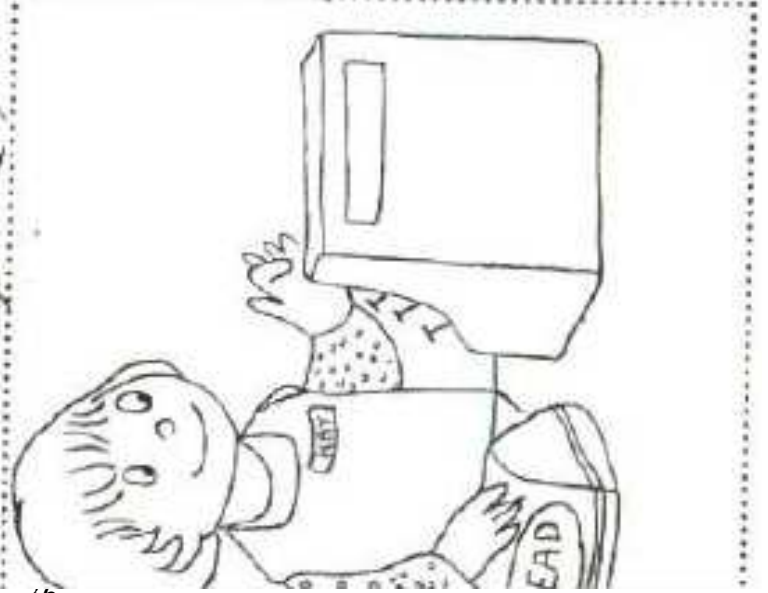
## Post-Instructional Reflection

### Assessment/Evaluation of Student Learning:

3. Was there a part of the plan that was successful, but that you wouldn't use again? Describe why?
4. Did the students truly understand? On what level? How do I know that they did or did not?

### Reflection on Student Teaching:

4. How can I capitalize on what really worked well?
5. How could problems have been avoided? How can I help ensure that the same problems don't occur next time?
6. What goals can I set for myself? What steps do I need to take? What resources can I use to reach my goal?



# Bread in a Bag

1. Take out a 1 gallon Ziploc bag



2. Mix  $\frac{1}{2}$  cup flour, 1 pkg yeast,  $\frac{1}{2}$  cup warm water, and 2 TB sugar in plastic bag.



3. Close bag tightly and knead with fingers until completely blended. Leave bag closed and rest the dough for 5 minutes. (this is a good time to make the butter)





4. After rested add, 2 cups flour,  $\frac{3}{4}$  cup warm water, 1 TB oil, and 2 tsp salt.



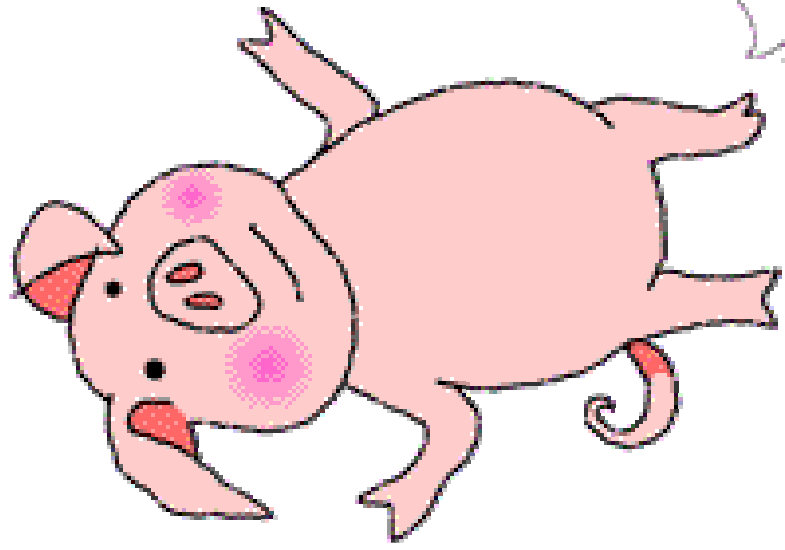
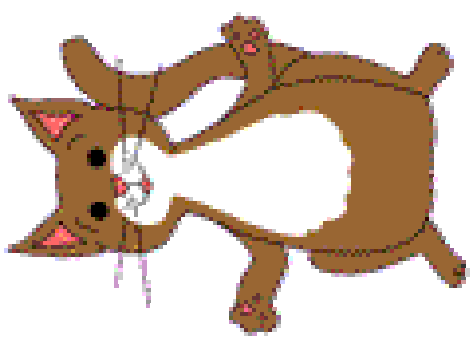
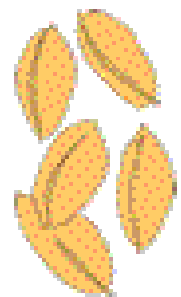
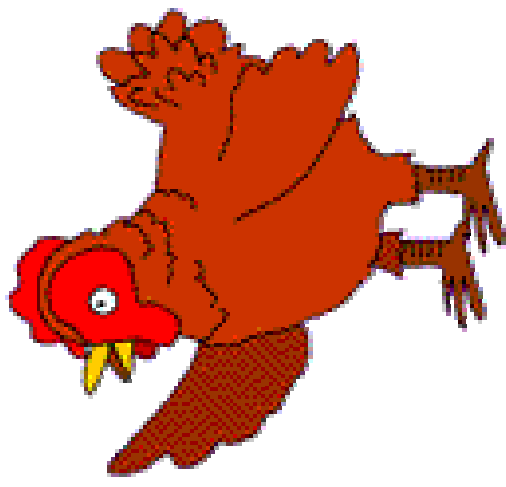
5. Mix well and then add enough flour to make a stiff dough (about 1-1  $\frac{1}{2}$  cups) Close the bag and knead it. (You may need to let out some air in the bag) Add more flour until the dough doesn't stick to the sides.



Open the bag and form the dough into a loaf. Place the loaf into a greased loaf pan and allow to rise for at least 45 minutes



6. Bake 30-35 minutes at 350 degrees





# Daily Lesson Plan 3

Danielle Pizzolato

2-13-2012

Language Arts

Kindergarten

45 minutes

## Preliminary Planning

**Topic/Focus:** Writing to Inform

### **Illinois Learning Standards:**

1. CC.K.R.L.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.
2. CC.K.R.L.6 Craft and Structure: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
3. CC.K.R.L.5 Craft and Structure: Recognize common types of texts (e.g., storybooks, poems).
4. CC.K.R.I.9 Integration of Knowledge and Ideas: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
5. CC.K.R.L.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.
6. CC.K.L.1.f Conventions of Standard English: Produce and expand complete sentences in shared language activities
7. CC.K.W.2 Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
8. 2C.1b. Demonstrate appropriate social and classroom behavior
9. 3B.1b Make positive choices when interacting with classmates

### **Objectives: The students will be able:**

1. To identify the differences between fiction and nonfiction stories (cognitive, affective) (CC.K.R.L.1, CC.K.R.L.5)
2. To define the roles of an illustrator and author of a text (cognitive, affective) (CC.K.R.1.6)
3. To write complete sentences (affective) (CC.K.L.1.f)
4. To list facts about a given topic (i.e. armadillos, themselves) (cognitive) (CC.K.R.L.10)
5. To listen to a story or clip and answer comprehension questions (affective, psychomotor) (CC.K.R.L.1)
6. To write to inform an audience (affective) (CC.K.W.2)

### **Materials:**

- Audio Book on CD: "Armadillo Rodeo" by Jan Brett
- Copies of "Amazing Armadillos" by Jennifer Mckerley
- Jeff Corwin Video: "The Jeff Corwin Experience"
- Chart Paper & Markers
- Cowboy Hats & Bandanas
- White Cardstock
- Sentence Strips

- Crayons
- Stapler

**Technology used:**

- CD Player
- TV & DVD Player
- Xerox Machine

**Classroom Setting:**

A circle time carpet and easel with chart paper is on one side of the room. The other side of the room has the circular tables and chairs. There are 4 students per table.

**Key Behavioral Reminders:**

- Keep your hands to yourself
- Sit criss-cross applesauce
- Raise your hand
- Work together
- Follow directions the first time they are given

**Anticipated Problems:**

- Technology is always a concern. One problem could be the DVD or CD skipping or not playing correctly in the TV or CD player. Or the CD wouldn't pause at the correct spots.
- Student's

**Instructional Plan**

**Anticipatory Set:**

“Good afternoon class, I hope you had a great morning at Spencer Trail! Please put away your coats and backpacks and meet me at the circle time carpet.” When I meet students at the circle time carpet, I will be dressed in a cowboy hat and bandana covering my face to look like a Wild West bandit. “We’re going to play a game. I’m going to tell you 3 things about myself. Two of them will be the truth or facts about me and the last one will be a lie. I want you to figure out which one isn’t a fact about Miss Danielle. Do we understand how to play? I swam with a dolphin, I ate alligator, and I rode in a hot air balloon.” The students’ will take turn guessing and then I will reveal the facts. (i.e. swam with a dolphin and ate alligator) Today you guys are going to learn how to write to inform about something true using Texas’s small mammal, the armadillo (hold a picture of an armadillo up for them to see) and yourselves as Wild West bandits (point to my outfit).

**Sequence of Learning Activities:**

22. Instruct the students to sit criss-cross applesauce on the circle time carpet.
23. Explain to the students’ that they are going to see a clip from a television show about armadillos. Tell the children that they’ll need to listen for Jeff Corwin to tell us about how armadillos see and smell and also what their covering is like.
24. Play the 3 minute clip of “The Jeff Corwin Experience”.

25. Tell students' as they listen to the story "Armadillo Rodeo" they should remember two things about the main character, the armadillo. Ask what those things are. (Answer: they can't see very well and their body covering looks like leather).
26. Introduce the title, author, and illustrator of the book, "Armadillo Rodeo". Remind students' the roles of an author and illustrator.
27. Press play on the CD player and have the audio book read the story aloud for the children while you turn the pages in the book.
28. Pause on page 3 after the text says, "Her boys didn't see too well, just like all armadillos, "and refer to the knowledge obtained from the video. Ask: "How do we know that armadillos don't see too well?"
29. Continue reading until page 6 and then ask: "Why does he think the boot is like an armadillo friend? How is the boot like an armadillo?"
30. When you get to page 28, pause the story one last time when it says, "It didn't smell like an armadillo" and ask: "What did we learn about how armadillos smell?" Then finish out the story.
31. After the story is finished, ask the students if the illustrations in the story were drawn or if they were real photographs? Also ask them if the story and characters of this book could happen in real life?
32. Then ask: Do you know what it's called when a story is fantasy or not real? (Answer: Fiction.)
33. Explain to the students' what fiction books are like and then introduce the next book. Give each student a copy of "Amazing Armadillos".
34. Have the students' take a picture walk through the story and ask if the story we're about to read is fiction. (Answer: no, it's real or not made-up) Explain that when a story is real and not made-up it is called nonfiction.
35. Have the students' follow along in the story as you read it aloud.
36. When you are finished with both books, take the students' back to your anticipatory set. "Remember in the beginning of this lesson I told you two facts about myself and one lie? What is a fact? (Answer: a true statement about something)
37. Tell students' that even though one book we read was fiction and the other was nonfiction, we learned facts about armadillos from both stories.
38. Have students' raise their hands and begin making a list of the facts they've learned about armadillos on the chart paper.
39. Once finished, instruct students to head on over quietly to the tables for an activity.
40. Hand out one piece of white cardstock to each student.
41. Have the students' first draw a picture of themselves looking like a bandit using crayons.
42. Then, have students cut a triangle out of a bandana to cover their mouth on the picture. Staple it to the picture.
43. Lastly, hand out sentence strips to each student and have them begin writing 2 facts about themselves and one lie under their bandit picture. (Just like the anticipatory set). Students' are learning what it means to write to inform people about themselves.
44. Students' have now created an interactive activity where they can guess what pieces of information on each other's bandits are facts and what is not.
45. Instruct student's to clean up and move to the circle time carpet for a new activity.

### **Differentiation:**

- **Process:** When writing the “I can help \_\_\_\_” sentences, students who struggle with fine motor skills could dictate their answer to the teacher and then trace what the teacher wrote instead of writing it completely on their own.
- **Content:** During circle time the student could answer a question about the story wrong. The focus could be less on right and wrong and more on reasoning and communication. If the child gave the wrong answer but was able to logically explain their reasoning for the answer, they should be praised. Working more on the process instead of the content.
- **Outcome:** For a student that struggles with the English language, instead of being able to dictate or list examples of how to help others, they might be able to draw pictures of how they could help others at home, in the classroom, and in the community.

**Typical Discussion Questions:**

- How do you think the little red hen felt doing all of the work by herself?
- How do you think the little red hen felt when all the animals wanted to eat the bread she had made?
- What lesson did the animals learn? Do you think they will be more willing to help out next time? Why or why not?
- How would the story be different if all the animals had agreed to help the little red hen with the work?
- What kinds of things can you do to help at home, in the classroom, and in the community?

**Closure:** As the students gather at circle time I want to close the lesson by practicing their retelling of key events in the story. The students would use their little red hens they’ve made and other laminated characters that I would provide to retell the story to their partner. Then I would ask a closing question. Can you come up and share one thing that you are going to do this week to help someone? Taking turns the students would come to the front of the class and share their idea to help!

**Assignment:**

N/A

**Rationale:** This lesson has a lot of application for a Kindergarten student. Comparing themselves to “The Little Red Hen” will help them learn and apply the social skill of helping others in their life.

**Extension Activity:** The next day I would have the students reread “The Little Red Hen” and use pictures to sequence the story. I could also have them sequence the steps to making bread and actually make Bread in a Bag. Another activity would be comparing and contrasting the story using a Venn diagram with “The Little Red Hen Makes a Pizza”.

## Post-Instructional Reflection

### Assessment/Evaluation of Student Learning:

5. Was there a part of the plan that was successful, but that you wouldn't use again? Describe why?
6. Did the students truly understand? On what level? How do I know that they did or did not?

### Reflection on Student Teaching:

7. How can I capitalize on what really worked well?
8. How could problems have been avoided? How can I help ensure that the same problems don't occur next time?
9. What goals can I set for myself? What steps do I need to take? What resources can I use to reach my goal?

# Assessment Plan

Almost every student has experienced that time in their life where they spent hours of their night studying material for a big test only to find out the material they spent so much time studying was not what the teacher choose to emphasize. It is because of these situations that the word assessment typically comes with a negative connotation. At times assessment can seem daunting; especially to the students we teach. We live in a country that relies heavily on standardized testing to determine student's abilities. We put so much pressure on succeeding during high stakes testing that the broad spectrum of assessment has begun to leave a bad taste in all of our mouths. While the state standardized format of assessment serves its purpose, it shouldn't be the only form of assessment there is. McTighe and O'Connor comment that, "the best teachers recognize the importance of ongoing assessments and continual adjustments on the part of both teacher and student as the means to achieve maximum performance." (2005, p. 2) Educators are now challenged to find ways to effectively use assessment to benefit students and not harm them. To take on this challenge, it is important to know what assessment is, why it is important, and how it can be best used in the classroom setting.

What is assessment? It may seem like a straightforward question but assessment is really such a broad word. Basically, the purpose of assessment is to find out what a student knows and what a student does not know. McTighe and O'Connor break assessment down into three

major categories: summative (evaluative, summarizing what has been learned in a grade), diagnostic (checking prior knowledge), and formative assessment (formal and informal assessment that does not necessarily require a grade) (2005, p.2) Although there should be a healthy balance of all types of assessments, Thomas R. Guskey points out the unfortunate emphasis some schools put on large-scale assessments. (2005, p.7) He goes on to say, that assessments designed for ranking are generally not good instruments for helping teachers improve their instruction or modify their approach for the individual students'. First students take them at the end of the school year, when most instructional activities are at completion. Second, teacher don't receive the results until two or three months later, by which time students have usually moved on to other teachers. And third, the results that teachers receive usually lack the level of detail needed to target specific improvements." (Guskey, 2005) It's the teachers that create useful assessments, provide corrective instruction, and give students second opportunities to succeed that become effective. I believe that skilled and respectful practitioners can and must use a variety of assessment practices. Remember that assessment is more than just testing. (McConnell, 2000)

Assessment serves two very distinct purposes; it helps to provide insight for both teachers and students into the students' success in learning, and it provides teachers with feedback on the effectiveness of their teaching (Duplass, p 263). Assessment also works as an important tool to allow students to look at their own work and decide what they know and what they need more work on. Assessment encompasses everything from statewide tests, to district benchmark tests

to everyday classroom quizzes and tests to project rubrics, checklists, and portfolios.

Assessment also includes informal means of questioning and checking for understanding within the lessons. It's important to use a variety of both formal and informal assessment to gain an understanding of how our students are learning. Duplass also gives a number of purposes for assessment. They include, "determining the knowledge needs of students, providing learners with information on their progress, improving teaching, learning, and remediation, and to provide a basis for assigning grades and for making decisions about promoting students to the next grade level." (p 263) These four purposes really prove the importance of assessment in the classroom.

Throughout this unit I will be assessing my students' everyday. This will not always take place as formal assessment, but often times with informal assessment. I believe that asking questions and checking for understanding one of a teachers greatest tools. It can help you find out what is really sticking with students on a day-to-day basis. Gunsky states that, "Through close observation of students in the process of learning, the collection of frequent feedback on students' learning, and the design of modest classroom experiments, teachers can learn much about how students learn and, more specifically, how students respond to particular teaching approaches." (2004, p. 10) The assessments I give after teaching only give me feedback on the students' learning and what teaching methods work the best for the classroom and for the diverse learning needs.



I have defined assessment, explained why it is important, and discussed ways to use it in the classroom. To sum it up, assessment goes far beyond just the test and the grade.

Assessment is not only how teachers can evaluate their students but how teachers can evaluate themselves. It is a method of teaching and learning that is essential to successful, high-quality instruction. It can and should be happening everyday!

# Sources:

Duplass, J. A. (2006). Middle and high school teaching: methods, strategies and best practices. Boston: Houghton Mifflin Company.

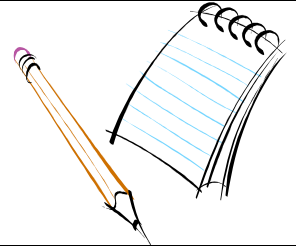
Guskey, T. R. (2003). How classroom assessments improve learning. Educational Leadership, 60(5), 6-11

McTighe, J., O'Connor, K. (2005). Seven practices for effective learning. Educational Leadership, 63(3), 10-17

# Super Star Writing:



**Wrote Name**  
(On the top of the paper.)



**Lowercase letters**  
(Only used a capital for the first letter of the sentence, the letter I, or a name.)

abcdefghijklmnop  
ijklmnop



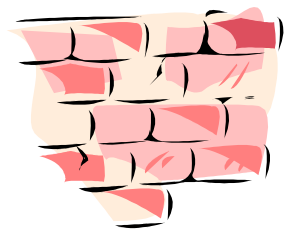
**Punctuation**  
(period, exclamation point, or question mark is at the end of each sentence.)



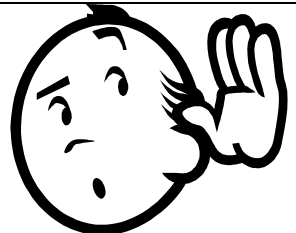
**Finger Spaces**  
(between each word)



**Word Wall Words**  
(Spelled using the word wall or high frequency words correctly.)



**Lots of Sounds**  
(Used letter sounds to spell challenging words.)



# Super Star Illustration:



I can see a character(s).



I can see a setting.  
(characters are grounded)



I have 3 details or actions related to the story.

1, 2, 3



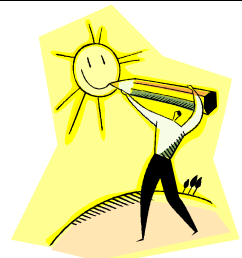
I used at least 5 colors.



My picture matches my story.



Fills the entire page.



## **Knowledge Gained: Fact or Fiction**

These ten questions will be asked of each student verbally in connection with the writing to inform lesson on armadillos:

---

Student Name: \_\_\_\_\_

- |   |              |
|---|--------------|
| 1. All armadillos roll themselves into balls when they feel threatened. | Fact/Fiction |
| 2. The armadillo is the state small mammal of Texas                     | Fact/Fiction |
| 3. Armadillos eat red hot chili peppers                                 | Fact/Fiction |
| 4. Armadillos are completely blind.                                     | Fact/Fiction |
| 5. Armadillos are nocturnal   | Fact/Fiction |
| 6. Armadillos are excellent swimmers.                                   | Fact/Fiction |
| 7. Armadillos are endangered species                                    | Fact/Fiction |
| 8. Armadillos ride broncos  | Fact/Fiction |
| 9. Armadillos consume fire ants as a part of their diet.                | Fact/Fiction |
| 10. Armadillos wear cowboy boots  | Fact/Fiction |

# Use of Technology

In schools today, the word diversity has a whole new meaning than it did years ago. One of the largest changes educators have seen in America is the growing number of students with diverse cultural backgrounds and learning abilities. According to Petriwskyj, (2010) “there is a broader understanding of diversity that incorporates giftedness, gender, social background, learning variations, and behavioral concerns as well as cultural and linguistic differences and disability.” (p.196) Dray (2011) say that “the understandings and misunderstanding of the diverse social world include differences in gender, race, class, geographic location, language, religion, family structure, abilities, and family and personal history.” (p.28) Diversity is one of the most common buzz words in education today. Educators are challenged to practice individuality in their classrooms and encouraged to continually learn about diversity in their respective classrooms. To take on this challenge, it’s important to know what diversity is, why it’s important, and how we can encourage and promote diversity in our classrooms.

So, what is diversity? To make it simple, diversity means differences in people. Having a diverse group of students in your classroom simply means recognizing that all children are unique in their own way. There has always been diversity in the classroom, but in today’s classrooms it is vitally important to embrace it. In their article, *Teaching to Diversity: Creating Compassionate Learning Communities for Diverse Elementary School Students*, Katz and Porath (2011) state that, “Around the world, children of the same age enter today’s classrooms

with differing learning strengths and challenges, background knowledge, cultures, languages, and experience. Students do not learn alone, but rather, in diverse communities, interacting with their teachers, in the company of their peers, and bringing with them the values and teachings of their families. For students to learn, all students must be recognized as having diverse needs, and a classroom created that allows all students to learn and develop a sense of belonging.” (p.29) Teachers need to value diversity and they should model this positive attitude to their students. When adults and children value diversity, they recognize and respect the fact that people are different and that these differences are truly a good thing.

Weinstein, Curran, and Tomlinson-Clarke (2003) illustrate real case studies that I believe educators can really benefit from. First there is Maria, a Mexican immigrant who sits quietly at her desk and raises her hand frequently to ask if she is doing her assignment correctly. Her white, middleclass teacher believes that Maria is insecure and overly dependent on her.

“Maria’s teacher is unaware of the fact that Hispanic parents tend to expect their children to be quiet and obedient in school and to seek advice and approval before acting.” And then, there is a Vietnamese student who repeatedly answers yes when her teacher asks if she understands. Her work however reveals that there is confusion. This young girl’s report card states that she lacks motivation to learn and needs to seek help. “Her teacher has no idea that the literal translation of “yes” in Vietnamese is “da” which can also mean “I am politely listening to you.” (p.269) In these cases, the teachers are responding to the situations from the perspective of sociocultural norms in their mind. Although I’m sure all these teachers

have nothing but the best intentions, they are actually discriminating against students from racial and ethnic backgrounds.

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There are countless resources that educators can use to encourage, value, and promote diversity in the classroom. But, taking the time to learn about your student's backgrounds, interests, and learning styles will no doubt allow you to create a positive learning environment in your classroom. Starnes (2003) shares that, "the marginalization of the Indian people seems



never more blatant than during Native American Week, as children color profiles of Indian headdresses, construct toothpick teepees, and birch-bark canoes. The focus is on crafts, not meaningful understanding of their own history.” She then states that, “white teachers don’t know history from a Chippewa-Cree perspective” (p.56). My question however is why can’t white teachers know? If I were a teacher that worked on an Indian reservation, my first step would be learning the culture, the norms, and the ideals of Native Americans. Learning their unique history that is often left out of the textbooks would likely ease the students and show them that you, their teacher, values who they are and where they came from. How cool is that?

Another important thing to incorporate into any diverse classroom is an opportunity for your students to gain an appreciation for each other’s unique diversity. A great way to do that is reminding your students how boring it would be if they were all the same. Also continuously encouraging them to share stories about their lives, traditions, and goals for the future in attempt to bridge any cultural gaps and prevent stereotypes and bias that your students may have. Having an open classroom and a zero tolerance policy for hurtful behavior is strongly encouraged in the diverse setting.

I have defined diversity, explained why it is important, and discussed a few ways to encourage and promote it in the classroom. All students come into a classroom with unique needs and backgrounds and it is ultimately the teacher’s responsibility to meet those needs. Educators must continue to develop ideas of how to reach students in these diverse settings. I’ve named a few but the possibilities are really endless. Establishing early on that your

classroom will be child-centered and concentrated on the needs of the individual is crucial. Weinstein, Curran, and Tomlinson-Clarke (2003) state and I firmly agree that, “It is critical that teachers deliberately model respect for diversity.” (p.272) You can do that “by expressing admiration for a student’s bilingual ability, by commenting enthusiastically about the number of different languages that are represented in class, and by including examples and content from a variety of cultures in their teaching. Finally, it is important to remember that caring also involves communicating high expectations and holding students accountable for high quality academic work” (p.272) no matter who you are, what you believe, or how you learn!”

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- Starnes, B. (2003). When white teachers teach minority children. *Education Digest, 69*(4), 54-57.
- Weinstein, C., Curran, M., & Tomlinson-Clarke, S. (2003). Culturally responsive classroom management: awareness into action. *Theory Into Practice, 42*(4), 269-276.

# Internet Field Trips

## National Cowboy Museum:

<http://cowboykids.nationalcowboymuseum.org/index.html>

While exploring, students will be working on a website scavenger hunt. When they find an item listed, they just check it off their list.

## Enchanted Learning: Texas State Symbols

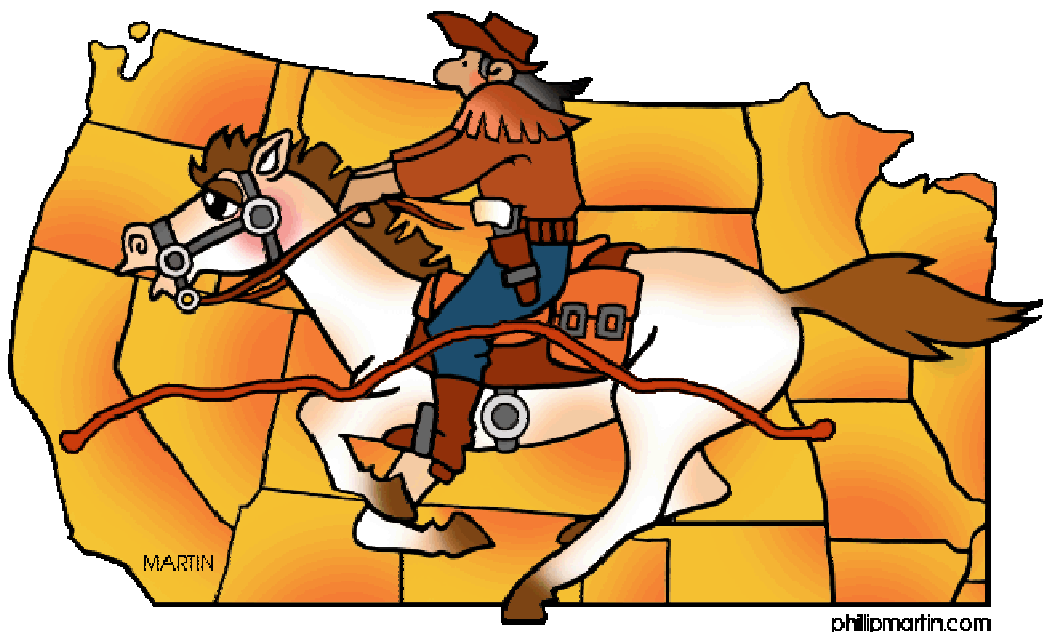
<http://www.enchantedlearning.com/usa/states/texas/>

During this internet field trip, students are on the look-out for Texas state symbols. The worksheet provided guides them on this journey as they look for the state insect, mammal, dinosaur, and one other symbol of their choice.

## The Pony Express:

<http://www.xphomestation.com/index.html>

After exploring the Pony Express website, students are able to complete a fun maze that teaches them the concept of the riders delivering mail to the station.

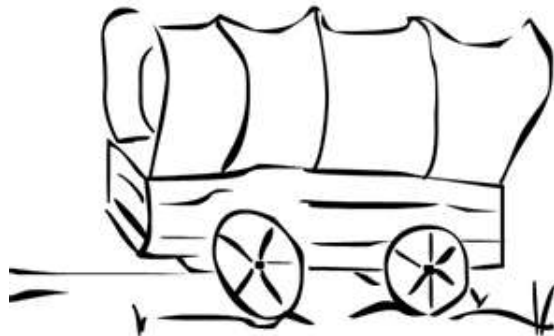




# National Cowboy Museum Scavenger Hunt

Here's a list of things to find as you're searching through the National Cowboy and Western Heritage Museum's website!

- bedroll
- dominoes
- canteen
- chaps
- branding iron
- parfleches
- Dutch oven
- chuck wagon
- coyote
- bugle
- bucking bronco
- cradle board
- Polar Bear
- bison
- John Wayne
- Abraham Lincoln
- surrey
- stagecoach
- train
- clown
- pronghorn
- water fall
- Grand Canyon
- President Ronald Reagan



# Enchanted Learning:

Search for state symbols.

What are these Texas state symbols?

State Insect: \_\_\_\_\_

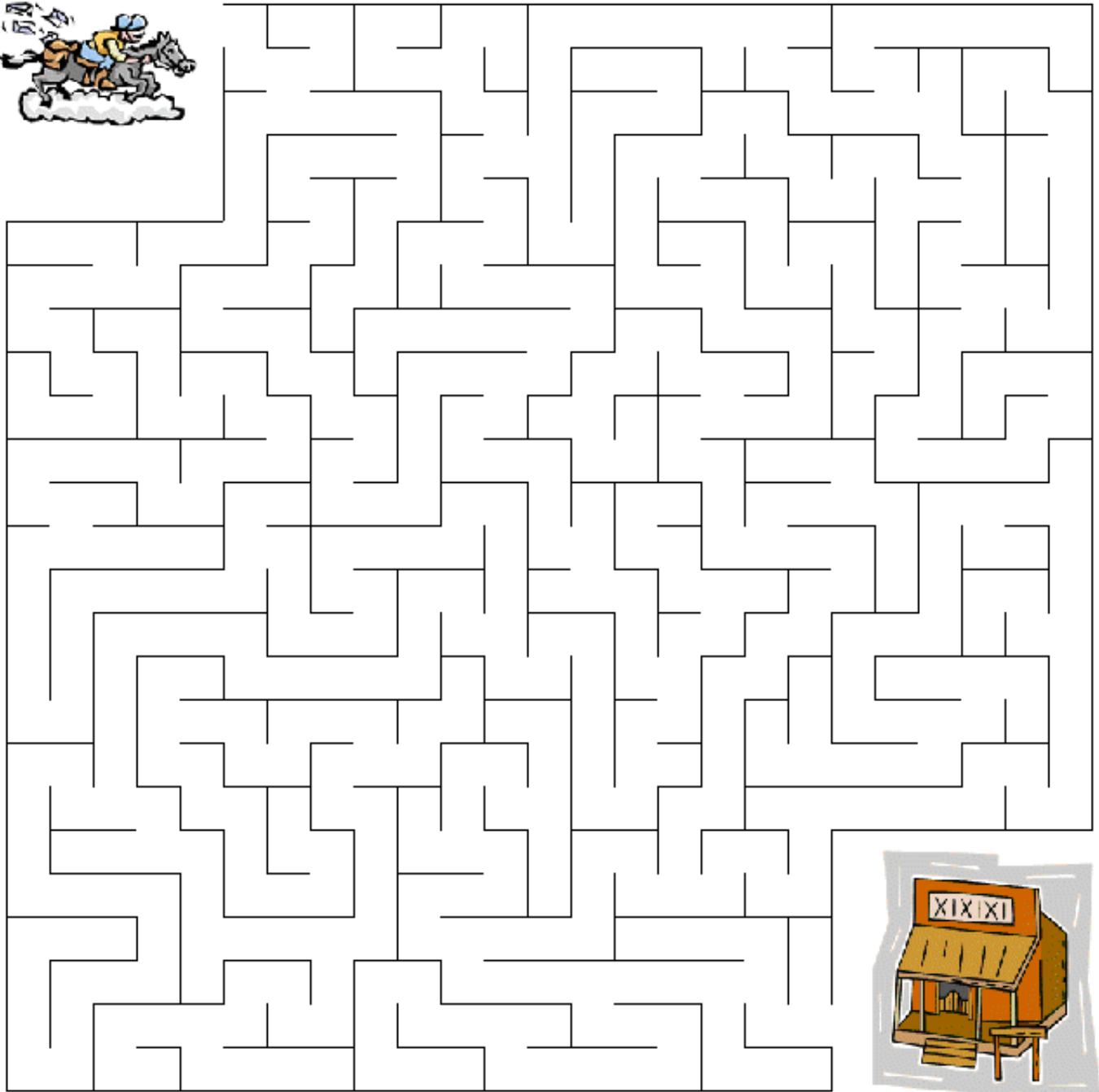
State Mammal (large or small): \_\_\_\_\_

State Dinosaur: \_\_\_\_\_

Choose one Texas symbol to draw and color below. Label the symbol

# The Pony Express

After visiting the Pony Express home station and exploring what it was like, take the mail to the station by completing the maze.



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- Petriwskyj, A. A. (2010). Diversity and inclusion in the early years. *International Journal Of Inclusive Education*, 14(2), 195-212.
- Starnes, B. (2003). When white teachers teach minority children. *Education Digest*, 69(4), 54-57.
- Weinstein, C., Curran, M., & Tomlinson-Clarke, S. (2003). Culturally responsive classroom management: awareness into action. *Theory Into Practice*, 42(4), 269-276.

# Adaptations

For students with learning disabilities

- You could provide learning disabled students with frequent progress checks. It's important to let them know how well they are progressing toward an individual or class goal.
  
- It's important to give immediate feedback to learning disabled students. They need to see quickly the relationship between what was taught and what was learned.
  
- Make activities concise and short, whenever possible. Long, drawn-out projects are particularly frustrating for a learning disabled child.
  
- Learning disabled kids have difficulty learning abstract terms and concepts. Whenever possible, provide them with concrete objects—items they can touch, hear, smell, etc.
  
- Learning disabled students need specific praise. Instead of just saying, "You did well," be sure you provide specific praising comments that link the activity directly with the recognition; for example, "I was particularly pleased by the way in which you organized the rock collection for Karin and Miranda."
  
- When necessary, plan to repeat instructions or offer information in both written and verbal formats. Again, it is vitally necessary that learning disabled children utilize as many of their sensory modalities as possible.
  
- Encourage cooperative learning activities when possible invite students of varying abilities to work together on a specific project or toward a common goal. Create an atmosphere in which a true "community of learners" is facilitated and enhanced.

# List of Resources

## Student Books:

Brett, J. (1995). *Armadillo rodeo*. New York: Putnam's Sons.

Fleming, D. (2008). *Buster goes to cowboy camp*. New York: Henry Holt.

Galdone, P. (1985). *The Little Red Hen*. New York: Houghton Mifflin Co.

Johnston, T. (2011) *The Cowboy and the Black Eyed Pea*: New York: Penguin USA

Ketteman, H. (2000). *Armadillo tattletale*. New York: Scholastic Press

Squires, J., & Berry, H. (2006). *The Gingerbread Cowboy*: New York: HarperCollins Publisher

## Teacher References:

Illinois State Board of Education: <http://www.isbe.net/>

K-Crew's Texas Unit: <http://thekcrew.net/rodeo.html>

Virtual Vine Cowboy Unit: <http://www.thevirtualvine.com/cowboys.html>

Western Unit: <http://larremoreteachertips.blogspot.com/2010/04/texaswestern-unit.html>

## Instructional Materials:

Anson, W. (Producer) (2006). *Wise owl says* [Print]. Available from

[http://www.hrmvideo.com/resources/717\\_Wise\\_Owl\\_Says.pdf](http://www.hrmvideo.com/resources/717_Wise_Owl_Says.pdf)

Corwin, J. (2005). *Jeff corwin experience: Louisiana* [DVD].

Lasseter, J. (1995). *Toy story* [DVD].

Rawitsch, D. (2011) *The Oregon Trail: 40<sup>th</sup> Anniversary Edition* (Video Game)

# Reflection:

The Cowboys and the Wild West unit that I created include projects, songs, role-play, and simulations that help students explore Texas and the old west. The topics range from helping others, where students read “The Little Red Hen” and create a red hen in pairs, to graphing and interpreting data with the cowboy/girl glyph. This unit is filled with experiments, hands-on activities, and interactive teachings that allow for the students to be a part of the topics they’re learning. This unit covers standards from the lower elementary level and is suggested for Kindergarten. It is a practical, fun, multidisciplinary and thematic unit that fits well within the specified curriculum.

Standard II states that, “The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.” The creation and teaching of this unit has given me the opportunity to portray my competency in this standard.