

Renaissance Teacher Work Sample Consortium

A Teacher Work Sample Exemplar

Submitted by: Idaho State University

Grade Level: 4th

Subject: Social Science and Humanities

Topic: Idaho History - Fur Trappers & Traders

Idaho State University

College of Education

Teacher Work Sample Cover Sheet

Name:

Student Number:

Degree Program: Elementary Secondary__Components: Social Science and Humanities

(Or) Teaching Major: _____ Teaching Minor: _____

Course: EDUC 309 EDUC 402 _____Instructor: Dr. Newsome Date Submitted: 30 April 2009

Field Placement (School and District):

TWS Grade Level(s): Fourth Grade TWS Content Area(s): Idaho History: Fur Trappers & Traders

I affirm and testify that all materials included in this teacher work sample were completed by me this current semester and are not identical to my own previous work.

I understand that submission of materials identical to those of another teacher education student will constitute academic dishonesty and that both of us may be dismissed from the teacher education program.

Signature: _____ Date: _____

As specified in the Assessment Consent section in your course syllabus, if your performance assessments are used to demonstrate program accountability, then your identity will be protected or disguised. Your signature below provides permission to disclose your identity in order to give you credit for your performance.

Signature: _____ Date: _____

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Teacher Work Sample

A. Description and Analysis of the Learning-Teaching Context*Demographic Chart*

<i>Total Number of Students = 20</i>		
	Males	Females
<i>Total Number</i>	10	10
<i>With disabilities (IEPs)</i>	2	0
<i>English Language Learners (ELL)</i>	1	1
<i>Native American/ Alaska Native</i>	0	0
<i>Asian</i>	0	2
<i>Black or African American</i>	0	0
<i>Hispanic</i>	2	0
<i>Native Hawaiian/Pacific Islander</i>	0	0
<i>Caucasian</i>	7	8
<i>Other (multi-racial/multi-ethnic)</i>	1	0
<i>Free or Reduced Lunch</i>	7	7

School Community Characteristics

The west side of ?????? is notorious for its violent neighborhoods due to gang or drug related instances. It is also home to multiple cheap motels, Safe House, and Valley House; places know to shelter homeless families in the area. In the midst of this troubled part of town is Lincoln Elementary School. Lincoln Elementary is an old school building located on one of Twin Falls' busiest roads. According to the principal, Lincoln Elementary serves approximately 500 students that range from kindergarten through sixth grade. Of the 500 students attending, the principal claims that 70% - 75% of them receive free and reduced lunch and that sixteen of these students receive additional food assistance on Fridays as a way to ensure food over the weekend. By helping these students, the school satisfies what Maslow refers to as physiological needs (Woolfolk, 2002). In return, the school has produced a positive impact on teaching and learning. With basic needs met, students are able to focus on learning.

The principal claims that student population represents seven different languages, some of which are English Language Learners (ELL). Therefore, Lincoln Elementary has an ELL instructor to help these students. The ELL instructor uses the computers in the computer lab to run a program known as Achievement 3000. ELL is not the only program in place designed to meet the diverse needs of individual students here. Presently, the school has a fulltime counselor, a mentor, two special education teachers, and school wide Title One services. With these programs, teaching is impacted positively by the help of an extra hand and lower teacher-student ratio. However, students needing these programs could reap a negative impact in there learning. By being pulled out of the classroom, these students struggle to build a sense of belonging and

they miss out on classroom activities, causing them to pull away from the class because they view themselves as being different (Wood, 2006).

Classroom Characteristics

Currently, there are twenty students in my fourth grade classroom. They are arranged in groups that form a U-shape around a rectangular table in the center of the classroom. I use this table to work with students individually or in groups and to monitor classroom activity. At the end of the table is a cart that houses the overhead projector. With furniture and people compacted into the center, teaching and learning are negatively impacted because the high-traffic areas are congested causing distractions. When I give a presentation or write assignments on the whiteboard many students have to move for a better angle. All this commotion makes it hard for those working at their seats to pay attention (Emmer, Evertson, & Worsham, 2006).

Students are arranged in groups of five. As students engage in their studies, communication stays within the assigned groups. One group simply feeds off each other's antics and productive learning is delayed. It is obvious that there is no diversity within the groups. This type of grouping has impacted learning and teaching in a negative manner. Students have placed unnecessary labels identifying who is smart and who is slow (Wood, 2006). Labels make it hard to overlook differences and see true potential of many different kinds of skills, making teaching more challenging.

This classroom is small and plain. Windows, heaters and two bookcases line one wall and another is nothing but closet space. A few below grade level trade-books and a 'turn in' basket are visible on one bookcase while the other contains teacher edition textbooks. Two large filing cabinets serve as the TV/DVD/VCR combo stand. The room also encompasses three computers

and two walls covered in whiteboards. The classroom lacks visual aids, manipulatives, and personal touches such as a plant, curtains, or pictures. Without these items, the classroom loses that homey feel that helps students feel like they are in a safe environment. Therefore, teaching and learning are impacted in a negative way. Without these items in a classroom, it is difficult to teach to multiple intelligences and to motivate students to learn. For students, it is difficult to recognize that what is being presented is of value to them (Woolfolk, 2002).

Student Characteristics

Of the twenty students in my classroom, two are identified on 504 plans. Both are male and will be referred to as Student A and Student B. According to my CT, Student A is diagnosed with Attention Deficit Disorder (ADD). His accommodations include his seating, cueing when off task, and to communication with parents. Student B is diagnosed with an Auditory Processing deficit. His accommodations also included his seating placement and keeping in contact with grandparents. Another modification for him is to provide fill in the blank worksheets. The 504 students impose a negative impact on learning during instruction as they struggle to keep focused and process sounds to avoid misunderstandings (Wood, 2006). To help reduce these variables it is necessary for me to take the extra time to slow down and enunciate sounds and try to reduce environment distracts in and out of the classroom (Wood, 2006).

My CT also identified two ELL students. According to my CT, one ELL student is a Hispanic male and the other student (Student C) is a female from Nepal. Both work diligently with an ELL instructor. During language from 1-1:30 p.m. my CT and Student C practice phonics. Student C's need for English instruction is evident on the Star Reading growth report, obtained from Mrs. Hinton, the library technician. Student C's language barrier greatly impacts

learning and teaching and forces me to be fully aware of accommodations that are necessary for success and comprehension.

B. Achievement Targets

Target 1 (Knowledge) – Students will learn about mountain men in Idaho.

Target one breaks down into several small lessons to ensure learning for diverse students. Prior to the fourth grade, students learned the roles of some people that migrated or immigrated across the United States. Now students need to learn what specific group(s) impacted the state in which they live. The target aligns with the classroom teacher's long-range instructional goal because it fits into a sequential order of previous lessons that covered who lived in Idaho first and precludes to what group of people came next. The target also aligns with the Twin Falls school district's standard of geography and identifying migratory groups. Furthermore, it aligns with the Idaho content standards for fourth grade under standard one: history; goal 1.2: Trace the role of migration and immigration of people in the development of the United States and objective 14.SS.1.2.1 Identify the major groups and significant individuals and their motives in the western expansion and settlement in Idaho.(Idaho State Board of Education, 2007)

Target 2 (Knowledge) - Students will learn the trek of the mountain men.

Target two will challenge the students' computer skills that they have learned over the years in the computer lab. Students will work in small diverse cooperative groups to ensure that all students feel successful. The target aligns with the classroom teacher's long-range instructional goal because fits into a sequential order of lessons pertaining to migration in Idaho. The target also aligns with the Twin Falls school district's standard of geography and identifying geographical features as well as the Idaho content standards under standard 2: Geography; goal 2.3: Trace the migration and settlement of human populations on the earth's surface and

objective 4.SS.2.3.3 Identify the geographic features of Idaho.(Idaho State Board of Education, 2007)

Target 3 (Reasoning) – Students will compare and contrast personal trapping supplies of the mountain men in 1834 to today.

Target three provides students the opportunity to use their knowledge of personal trapping supplies as they compare the trapping and trading supplies of the 1800's to today. A Venn diagram will help the diversity of students to comprehend and retain information. The target aligns with the classroom teacher's long-range instructional goal because it is part of the school curriculum that teaches about people in Idaho. It also aligns with the Idaho content standards for fourth grade under standard one: history; goal 1.7: trace how natural resources and technological advances have shaped human civilization. There are no objectives.(Idaho State Board of Education, 2007)

Target 4 (Performance) – Students will follow five steps to create a landmark map.

Target four provides the opportunity for student to demonstrate their awareness of their surroundings. The performance will engage the artistic learners and provide an opportunity for students to interact with one another. The target aligns with the classroom teacher's long-range instructional goal because it helps students to understand how migrating people in Idaho knew where to go for supplies. It also aligns with the Idaho content standards for fourth grade under standard 2: geography; goal 2.3: trace the migration and settlement of human populations on the earth's surface and objective 4.SS.2.3.3 identify the geographic features of Idaho.(Idaho State Board of Education, 2007)

C. Assessment Plan

Achievement Target	Assessments	Rationale	Modifications/Adaptations
<p>Target 1 (Knowledge)</p> <p>Students will learn about mountain men in Idaho.</p> <p>Criteria for target to be met is 80%. Criteria was determined by CT.</p>	<ul style="list-style-type: none"> • Pre-Assessment Select response (fill-in-the-blank) • Interim Assessment Personal Communication • Post-Assessment Select response (fill-in-the-blank) 	<ul style="list-style-type: none"> • Select response tests are a quick way to administer tests and for teachers to efficiently evaluate student background knowledge (Stiggins, 2008). • Personal communication is a great way to probe deeply to see what students retain (Stiggins, 2008). • Select response tests are quick to grade, and for teachers to efficiently measure student mastery of content (Stiggins, 2008). 	<ul style="list-style-type: none"> • For the ELL student, I will use visual cues and read the questions on an as needed basis (Wood, 2006). For the students on a 504 plan I will read the questions to them, cue them to keep on task, and provide them with visuals (Wood, 2006). • For the Ell student, I will allow time to rephrase words and will not correct pronunciation immediately (Wood, 2006). For the 504 students, I will slow down the pace of instruction and use simple statements (Wood, 2006). • For the ELL I will use visual cues and read the questions on an as needed basis (Wood, 2006). For the students on a 504 plan, I will read the questions to them, cue them to keep on task, and provide them with visuals (Wood, 2006).

<p>Target 2 (Knowledge)</p> <p>Students will learn the trek of the mountain men.</p> <p>Criteria for target to be met is 80%. Criteria was determined by CT.</p>	<ul style="list-style-type: none"> • Pre-Assessment Select response (matching) • Interim Assessment Selective response (using whiteboards) • Post-Assessment Select response (matching) 	<ul style="list-style-type: none"> • Select response tests are a quick way to administer tests and for teachers to efficiently evaluate student background knowledge (Stiggins, 2008). • Select response is a good assessment for collecting a large sample of data to quickly to generalize which students understand the content (Stiggins, 2008). • Select response tests are quick to grade, and for teachers to efficiently measure student mastery of content (Stiggins, 2008). 	<ul style="list-style-type: none"> • For the ELL student, I will use visual cues and read the questions on an as needed basis (Wood, 2006). For the students on a 504 plan I will read the questions to them, cue them to keep on task, and provide them with visuals (Wood, 2006). • I will provide the ELL student and 504 students ample wait time and do not count spelling. I will also keep questions at a slow pace (Wood, 2006). • For the ELL I will use visual cues and read the questions on an as needed basis (Wood, 2006). For the students on a 504 plan, I will read the questions to them, cue them to keep on task, and provide them with visuals(Wood, 2006).
<p>Target 3 (Reasoning)</p> <p>Students will compare and contrast personal trapping supplies of the mountain men in 1834 to today.</p> <p>Criteria for target to be met is 75%. Criteria was determined by CT.</p>	<ul style="list-style-type: none"> • Pre-Assessment Essay • Interim Assessment Personal Communications 	<ul style="list-style-type: none"> • Essays reveal student knowledge as they apply what they know to create generalizations and relationships between element, migration, etc (Stiggins, 2008). • Personal communication is an effective way to gather information at any moment about what students are retaining, how they are thinking, and how they feel about something (Stiggins, 2008) 	<ul style="list-style-type: none"> • For the Ell student and the 504 students, I will break the writing process up into steps and use language block to provide practice and model outcome. Lines will also be provided to write on and I will provide guided feedback (Wood, 2006). • I will provide the ELL student and 504 students ample wait time and do not count spelling. I will also keep questions at a slow pace (Wood, 2006).

	<ul style="list-style-type: none"> • Post-Assessment Essay 	<ul style="list-style-type: none"> • Essays provide teachers a glimpse of how a student applies what they know to create generalizations and solutions because we cannot view their mental process (Stiggins, 2008). 	<ul style="list-style-type: none"> • Same as pre-assessment for this target
<p>Target 4 (Performance)</p> <p>Students will follow five steps to create a landmark map.</p> <p>Criteria for target to be met is 90%. Criteria was determined by CT.</p>	<ul style="list-style-type: none"> • Pre-Assessment No pre-assessment • Interim Assessment Observation • Post-Assessment Finished product 	<ul style="list-style-type: none"> • A pre-assessment is not given because it would only test the students' understanding of a skill rather than actually being able to do it (Stiggins, 2008). • Observation is a non-intrusive method to see if students are fulfilling their responsibilities in an appropriate fashion and satisfy quality standards (Stiggins, 2008). • By creating a finished product, one can evaluate the student's ability to follow steps and apply their knowledge and reasoning skills (Stiggins, 2008). 	<ul style="list-style-type: none"> • No pre-assessment is given; so no modifications/adaptations are needed. • After careful consideration, there are no adaptations/modifications necessary. • After careful consideration, there are no adaptations/modifications necessary. • 504 students will be provided additional time to complete if needed (Wood, 2006).

Name KEY

Pre & Post –Assessmentfor the Fur Trappers & Traders Unit; Targets 1, 2, & 3.

Fur Trappers and Traders Chapter Test

Carefully read each question. Write your answer on the line. Good luck.

Fill in the blank:

1. What is the name of the liquid that comes from a beaver and was used as bait? castorium
2. What do trappers and traders keep their bullets and black powder in? pouch
3. What became a new fashion trend and made trappers and traders stopped trapping beaver? silk
4. What type of shelter did trappers and traders lived in during the summer? lean-to
5. What is the name of the big gathering where trappers and traders met once a year? rendezvous
6. What was used to drain water off of clothes? fringe
7. Why did trappers and traders come to Idaho? To hunt beaver

The words on the left are names of people and places. A description of each person and place is in the list on the right. Do your best to match the people and places with their description. Use each letter once.

Matching:

- | | |
|---|--|
| 1. <u>C</u> Teton Valley | A. first American fur trading post west of the Rocky Mountains |
| 2. <u>F</u> David Thompson | B. known for mapping the area beyond the Rocky Mountains |
| 3. <u>D</u> Andrew Henry | C. popular place for a rendezvous |
| 4. <u>E</u> Cache Valley | D. built Fort Henry |
| 5. <u>A</u> Fort Henry | E. a valley where many trappers and traders hid their furs |
| 6. <u>G</u> Nathaniel Wyeth | F. mapped much of northern Idaho |
| 7. <u>B</u> Captain Benjamin Bonneville | G. built Fort Hall |

Using the knowledge you have, answer the following essay question to the best of your ability. Write your answer in the same format as your accordion paragraphs in language (topic, idea, detail, and conclusion).

Essay:

Pretend you are a fur trapper in Idaho. You have taken your time to carefully think about the things you need to pack. List three items that you have packed and describe how they are different than what trappers packed back in 1834.

Tent – they did not have tents; slept in lean-to during summer and teepee/cabin in the winter

Bullets- they had lead shots and black powder

Oatmeal, brown sugar, salt, flour - no food packed; ate what they could hunt or find

Back pack to carry things/ or vehicle – worn or carried in on horse or mule.

Fry pan – no fry pan; use stick to cook over fire

Fire making materials (matches, newspaper) – flint and steel, sticks, dry grass, sagebrush

Spoon, fork, and knife – at with their hands

Name _____

Fur Trappers and Traders

Chapter Test

Carefully read each question. Write your answer on the line. Good luck.

Fill in the blank:

1. What is the name of the liquid that comes from a beaver and was used as bait? _____
2. What do trappers and traders keep their bullets and black powder in?

3. What became a new fashion trend and made trappers and traders stopped trapping beaver? _____
4. What type of shelter did trappers and traders lived in during the summer?

5. What is the name of the big gathering where trappers and traders met once a year? _____
6. What was used to drain water off of clothes? _____
7. Why did trappers and traders come to Idaho? _____

The words on the left are names of people and places. A description of each person and place is in the list on the right. Do your best to match the people and places with their description. Use each letter once.

Matching:

- | | |
|--------------------------------|--|
| 1. Teton Valley | A. first American fur trading post west of the Rocky Mountains |
| 2. David Thompson | B. known for mapping the area beyond the Rocky Mountains |
| 3. Andrew Henry | C. popular place for a rendezvous |
| 4. Cache Valley | D. built Fort Henry |
| 5. Fort Henry | E. a valley where many trappers and traders hid their furs |
| 6. Nathaniel Wyeth | F. mapped much of northern Idaho |
| 7. Captain Benjamin Bonneville | G. built Fort Hall |

Rubric for Lesson 5
Post-Assessment for Landmark Maps

Follow the five steps needed to create a landform map showing how to get to school from your house. Then share your map.

	Score	Beginner 0	Developing 1	Accomplished 2	Expert 3
Student will include one natural landform.		No natural landform.	Natural landform used, but not recognizable.	Natural landform used, but located in the wrong place.	Natural landform used and located in the correct place.
Student will include three man-made landforms.		No man-made landform.	One man-made landform is used.	Two man-made landforms are used.	Three man-made landforms are used.
Student will draw their school and house.		No drawings.	The school or the house is seen.	School and house are seen.	School and house are seen and detail is added (windows, trees).
Students will label their school and home.		No labels.	Label(s) are too hard to read.	One label is seen and easy to read.	Two labels are seen and easy to read.
Students will color their map.		No color.	Map is scribbled on.	Map is colored with two or three colors.	Map has four or more colors on it and looks nice.
Total =	/15				

Name _____

Rubric Pre & Post Assessment

Target 3 (Reasoning) – Students will compare and contrast personal trapping supplies of the mountain men in 1834 to today.

Essay Question:

Pretend you are a fur trapper living in Idaho today. You have taken your time to carefully think about all the personal belongings you will need to pack for survival. Pick three items that you have packed and describe how they are different than what trappers packed back in 1834.

	Score	Beginner 0	Developing 1	Accomplished 2	Expert 3
Student will name three personal items they would pack.		No personal items are mentioned.	One personal item was mentioned.	Two personal items was mentioned.	Three personal items was mentioned.
Student will describe how their packed items are different from what trappers packed in 1834.		No description is mentioned.	One description is mentioned.	Two descriptions are mentioned.	Threedescriptions are mentioned.
Total =	/6				

D. Instructional Sequence

Results of Pre-Assessment

Prior to teaching my six sequential lessons, I administered my students a pre-assessment. My assessment covered three targets. On the pre-assessment target one was a fill in the blank, target two consisted of matching, and target three required students to write an essay. The results of my pre-assessment showed that students scored 0.7% for target one. No students passed the criteria of 80% established for target one. For target two, the class scored 31%. All of the students' scores fell below the pre-established criteria of 80% for this target. Target three identifies the class below the identified criteria of 75% with a score of 49%. Since all students failed to meet the pre-determined criteria for each target, I was able to proceed with teaching my learning activity plans as designed.

Learning Activity Plan # 1: Why Mountain Men came to Idaho

Name: Estimated Time: 45 minutes

Content Area(s): Idaho History Grade Level(s): Fourth

Standard(s): Idaho Content Standard 1: History; goal 1.2 and objective 14.SS.1.2.1

Achievement Targets:

Assessments:

<ul style="list-style-type: none"> • Target 1 (K) - Students will learn about mountain men in Idaho. 	<ul style="list-style-type: none"> • Pre assessment will be conducted prior to the instructional sequence. • Interim assessment will be personal communication. • Post assessment will be given at the end of the sequence.
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Special Planning/Preparations (i.e., safety concerns, etc.):None.

Procedures	Time	Materials	Adaptations for Students with Special Needs
Anticipatory Set: Watch <i>Early Explorers</i> .	5 min.	Television, VCR, and movie	After careful consideration, there are no adaptations/modifications necessary.
Objective: Students will learn why mountain men came to Idaho. <ul style="list-style-type: none"> • Learning- Why and how beaver were hunted. • Lives- The beaver is an endangered species. 	2 min.	None	After careful consideration, there are no adaptations/modifications necessary.
Input (Whole Group): Distribute chapter five packets. Read to Trapper Jed to class. As a whole class read <i>Trapping</i> on pages 75-76. Read <i>Beaver Fur</i> on page 77. Display visuals and look at handout of beaver and hats.	18 min.	Idaho history textbook Beaver trap and fur Pictures Chapter five packet	For the benefit of students A and B, who are on a 504 plan, and C, who is an ELL, I will permit all students the option to pass or read orally.

Check for Understanding: Ask students if they remember why the video said trappers and traders came here to Idaho. Review information about trapping beaver.	5 min.	None	For the benefit of students A and B, who are on a 504 plan, and C, who is an ELL, we will complete this as a whole class.
Closure: Ask if students have any questions.	5 min.	None	Provide wait time for students A and B, who are on a 504 plan, and C, who is an ELL, to fully digest information before taking answers.
Independent Practice: Students are to open packets and individually complete the exit slip on trapping beaver. Must write at least three complete sentences about what they learned. Color picture. Place slip in packet and turn in packet. Can now feel the displays.	10 min.	Chapter five packets and pencil Pelts Packet bin	After careful consideration, there are no adaptations/modifications necessary.

Integration of Technology: None

Outreach to Families: A letter was sent home prior to starting sequence that informed parents/guardians of who I am and what I will be teaching their student.

Resources: Idaho History Textbook, Mrs. A. Patrick, and Kenneth Limb

Reflection: Today I used a variety of strategies to see if I could gain the interest of all my students. I believe it worked. Even students with auditory processing problems and English language learners were paying attention. The lesson was timed out perfectly. Visuals were a huge part of making this lesson work due to all the vocabulary. However, I had to take a moment to teach the word castoreum. If I use this lesson again, I need to find an age appropriate way to describe what it is and where it is located on a beaver. Perhaps display a basic drawing of the beaver's anatomy.

March 2, 2009

Dear Parents/Guardians,

I would like to take a moment to introduce myself. My name is Rachelle Borges. I am currently enrolled at Idaho State University in the teachers' education program. Through the generosity of Mrs. Wach, I am fulfilling my pre-internship in her classroom. My pre-internship will conclude on May 4th. While in Mrs. Wach's classroom I will be assisting in daily routines and helping students. As part of my pre-internship I will also teach a unit on fur trappers and traders as it relates to Idaho history.

While your student is working on the trappers and traders unit, I will bring in a beaver pelt that they can touch and traps to look at. They will also have the opportunity to see mountain man clothing and make a possible bag and a landform map. These are just a few of the activities I have planned to enhance your student's learning.

I am looking forward to working with your student. Please feel free to come by the classroom so we can meet.

Thanks-



AN OLD-TIME MOUNTAIN MAN WITH HIS PONIES.

2 de Marzo del 2009

Queridos Padres o Guardianes,

Quisiera tomar un momento para introducirme. Mi nombre es Rachelle Borges. Estoy atendiendo la Universidad del Estado de Idaho (Idaho State University) en el programa de educación. Con la generosidad de la Señora Wach, estoy satisfaciendo mi pre-puesto de interno en su salón. Mi pre-puesto concluirá el 4 de Mayo. Mientras en el salón de la Señora Wach, yo asistiré a rutinas diarias y ayudare a los estudiantes. Como parte de mi pre-puesto de interno también enseñaré una unidad de tramperos y comerciantes de la piel como se relaciona con la historia de Idaho.

Mientras su estudiante trabaja en la unidad de tramperos y comerciantes de la piel, traeré una piel de castor para que toquen y unas trampas para que miren. También tendrán la oportunidad de ver ropa de hombre de montaña y hacer bolsa de posible y mapa geográfico. Estas son sólo algunas de las actividades que he planificado para mejorar el aprendizaje de su estudiante.

Estoy esperando trabajar con su estudiante. Por favor, siéntase libre de venir por el salón de clase para que nos podamos conocer.

Gracias, Señora



AN OLD-TIME MOUNTAIN MAN WITH HIS POSIES.

*Learning Activity Plan # 2: **Mountain Man Clothing***

Name: Estimated Time: 45 minutes

Content Area(s): Idaho History Grade Level(s): Fourth

Standard(s): Idaho Content Standard 1: History; goal 1.2 and objective 14.SS.1.2.1

Achievement Targets:

Assessments:

<ul style="list-style-type: none"> Target 1 (K) - Students will learn about mountain men in Idaho. 	<ul style="list-style-type: none"> Pre assessment will be conducted prior to the instructional sequence. Interim assessment will be personal communication. Post assessment will be given at the end of the sequence.
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Special Planning/Preparations (i.e., safety concerns, etc.): None.

Procedures	Time	Materials	Adaptations for Students with Special Needs
Anticipatory Set (Whole Group): Line up the paper bags. Each bag with a piece of clothing inside. Pull one out at a time. Have students name them if they can.	5 min.	paper bags Clothing articles	After careful consideration, there are no adaptations/modifications necessary.
State the Objective: Students will know what the mountain men wore. <ul style="list-style-type: none"> Learning- Features and purposes of mountain man clothing. Lives- Their need for pockets affected our clothes. 	2 min.	None	After careful consideration, there are no adaptations/modifications necessary.
Provide Input (Whole Group): Read page 73. Look at clothing and discuss the items they wore. Discuss features and purposes of the clothing.	10 min.	Idaho history textbook Clothing	For the benefit of students A and B, who are on a 504 plan, and C, who is an ELL, I will permit all students the option to pass or read orally and I will orally assess for comprehension.

Model: Show students example of finished possible bag. Handout the instruction guide to make possible bag. Handout materials.	3 min.	Handout Felt and show string Scissors and hole puncher	For the benefit of students A and B, who are on a 504 plan, and C, who is an ELL, I will provide a step-by-step guide for all students.
Guided Practice (Teacher-Directed Activity): Make a possible bag. Discuss what it was used for.	15 min.	Felt, shoe string, and handout Scissors and hole puncher	After careful consideration, there are no adaptations/modifications necessary.
Closure: Ask for any questions.	2min.	None	After careful consideration, there are no adaptations/modifications necessary.
Independent Practice: Students are to open packets and individually complete the exit slip on mountain men. Must write at least three complete sentences about what they learned. Place slip in packet and turn in. Can now feel the clothing items as they return to seat.	8 min.	Chapter five packets and pencil Clothing items Packet bins	After careful consideration, there are no adaptations/modifications necessary.

Integration of Technology: None

Outreach to Families: Letter asking parents/guardians to help their student find two items they would put in their possible bag and write why so that students can display their information at our rendezvous.

Resources: Idaho History Textbook, Mrs. A. Patrick, and Kenneth Limb

Reflection: The morning of the lesson I decided that brown paper bags were not very interesting. So, I quickly wrapped the clothing items up as presents. Wow! I sure did have their attention. The problem with them wrapped like presents was that my students thought they were receiving gifts. They seemed disappointed to find out it was only part of the lesson. I did not think my idea would set them up that way. Perhaps brown bags would have been the best.

However, dressing like an Indian to teach the lesson was a success. They were very interested and referred to me as Sacajawea. They had learned about her in the prior unit. I loved that my costume engaged their background knowledge and that I was able to build upon it.

The next time I teach this lesson, make it a two day lesson. The possible bag needs a day to itself. Students were so engaged in the articles I had that we used up too much time talking about the purposes and benefits of various parts of clothing. The lesson had gone twenty minutes longer than anticipated and they still were not finished. I had to tell them time was up and that they can work on their project over the course of the week.

March 31, 2009

Dear Parents/Guardians,

Today your child's class learned about mountain men clothing. As a class, we discussed several features and purposes of mountain man clothing. During this lesson, your child discovered that mountain men clothing were designed without pockets. In place of pockets, these rugged men had pouches to carry items in. One type of pouch was referred to as a possibles bag. These bags were used to carry their most cherished belonging such as an arrow head, a picture of their sweetheart, or beads.

I thought it would be fun if your child had a possibles bag too. So, today your child made his/her own possibles bag. Please help your child find something at home that they think is special to them and you wouldn't mind it being shared with the class. These bags will stay at school until we are done studying about fur trappers and traders. They need to have their cherished possession at school no later than Monday, April 6, 2009.

Please complete the following check list and have your student return it to me.

Thank you for your help. Mrs. Borges



I give my child, _____ my permission to bring a cherished possession to school. I will help him/her to learn what to say about it so that he/she will feel confident and comfortable sharing it with the whole class. I am also aware that this item will not come back home until April 7, 2009.

I do not give my consent for my child, _____ to bring a cherished possession to school. However, I will help him/her to learn what to say about a cherished item so that he/she will not be excluded and feel confident and comfortable discussing it with the whole class.

Parent signature

Date

31 de Marzo del 2009

Queridos Padres o Guardianes,

Hoy la clase de su hijo/a aprendió acerca de la ropa de los hombres de montaña. Como una clase, hemos discutido varias características y efectos de la ropa de hombre de montaña. Durante esta lección, su hijo/a descubrió que la ropa de los hombres de montaña se diseñaba sin bolsillos. En lugar de los bolsillos, estos hombres tenían bolsas para llevar artículos dentro de ellas. Un tipo de bolsa se refiere a una bolsa de posibles. Estas bolsas se utilizaron para llevar sus más preciados posesiones, como una cabeza de flecha, una imagen de su amada, o de bolas.

Pensé que sería divertido si su hijo/a tenía una bolsa de posibles también. Así, hoy su hijo/a hizo su propia bolsa de posibles. Por favor, ayude a su niño/a a encontrar algo en casa que piensen que es especial para ellos y que no le importaría que se comparta con la clase. Estas bolsas se quedarán en la escuela hasta que se termina la clase acerca de cazadores y comerciantes de pieles. Ellos necesitan traer sus preciados (especial) posesiones a la escuela lo más tardar que el lunes, 6 de abril del 2009.

Por favor complete la siguiente lista de verificación y regréselo a mí. Gracias por su ayuda. Sra. Borges



Le doy a mi hijo/a, _____ mi permiso para llevar un preciado (especial) elemento a la escuela. Yo le ayudare a saber qué decir de lo que él / ella se sentirá seguro/a o cómodo/a compartir con toda la clase. También soy consciente de que este elemento volverá a casa hasta el 7 de abril de 2009.

Yo no doy mi consentimiento para que mi hijo/a, _____ lleve un preciado (especial) elemento a la escuela. Sin embargo, le ayudare a saber qué decir de un valioso elemento para que él / ella no se sienta excluido/a y se sienta confiando/a o cómodo/a para discutir con toda la clase.

La firma del padreFecha

*Learning Activity Plan # 3: **Mountain Man Supplies***

Name: _____ Estimated Time: 45 minutes

Content Area(s): Idaho History _____ Grade Level(s): Fourth

Standard(s): Idaho Content Standard 1: History; goal 1.7

Achievement Targets:

Assessments:

<ul style="list-style-type: none"> • Target 3 (R)-Students will compare and contrast personal trapping supplies of the mountain men in 1834 to today. 	<ul style="list-style-type: none"> • Pre assessment will be conducted prior to the instructional sequence. • Interim assessment will be personal communication. • Post assessment will be given at the end of the sequence.
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Special Planning/Preparations (i.e., safety concerns, etc.): None.

Procedures	Time	Materials	Adaptations for Students with Special Needs
<p>Anticipatory Set (Inductive Strategy & Small Groups): For anticipatory set pass out envelopes. Give no instructions. Let groups figure out how they word sort and arrange the word strips.</p>	10 min.	Envelopes with word strips	For students A and B, who are on a 504 plan, employ teacher proximity and/or eye contact. Students A and B, who are on a 504 plan, and C, who is an ELL, will be separated and placed in diverse groups.
Teacher walks around questioning groups. Writes words that are heard from groups that might guide others. Periodically remind class of rules. Redirect as needed.	5 min.	Overhead and marker	After careful consideration, there are no adaptations/modifications necessary.
Students define relationship. Redirect students focus as needed.	2 min.	None	After careful consideration, there are no adaptations/modifications necessary.
<p>State Objective: Students will identify personal trapping supplies.</p> <ul style="list-style-type: none"> • Learning- What supplies were used in 1834 and the over trapping of beaver. • Lives- What we use today and the effects of over trapping. 	2 min.	None	After careful consideration, there are no adaptations/modifications necessary.

Provide Input (Whole Group): Compare personal supplies of 1834 to today on poster boards. Redirect focus of students if necessary.	5 min.	Posters, tape, and a marker	For the benefit of students A and B, who are on a 504 plan, and C, who is an ELL, use visuals (posters).
Model: Pick three items that you would pack for a day of trapping. Describe how they are different than what trappers packed back in 1834. Write it on the overhead.	5 min.	Overhead and dry erase marker	For the benefit of students A and B, who are on a 504 plan, and C, who is an ELL, use visuals (overhead).
Check for Understanding: Have a few students demonstrate the differences between items. Allow a variety of responses.	5 min.	None	After careful consideration, there are no adaptations/modifications necessary.
Closure: Ask if students have any questions.	2 min.	None	Provide wait time for students A and B, who are on a 504 plan, and C, who is an ELL, to fully digest information before taking answers.
Independent Practice: Students are to open packets and individually complete the exit slip on supplies. Must list three items they would pack and describe the difference between similar items from 1834. Place slip in packet and turn in.	10 min.	Chapter five packets and pencil Packet bins	After careful consideration, there are no adaptations/modifications necessary.

Integration of Technology: None

Outreach to Families: None

Resources: Idaho History Textbook and Kenneth Limb

Reflection: The class was having a good time thinking about camping/hunting supplies. Having a student model an item was a fun last minute change that pulled them in and peaked interest. My backpack of visuals was key to comprehending what I was talking about for the ELL students. Using posters to create a Venn Diagram was great. The concept of what the trappers of 1834 and today had in common was much clearer. However, time got away from me. There was no time to use the overhead for the model portion of the lesson. Instead, we did it orally. I thought it was more important to check for their understanding and that was how I justified my actions. Time seems to go much faster when you're teaching than when you are the student. I will need to find a way to help me keep on time. Perhaps, I will have to teach from a different position so that I can see a clock to help me monitor time.

Learning Activity Plan # 4: Who Made the Trek (Day 1)

Name: Estimated Time: 45 minutes

Content Area(s): Idaho History Grade Level(s): Fourth

Standard(s): Idaho Content Standard 2: Geography; goal 2.3 and objective 4.SS.2.3.3

Achievement Targets:

Assessments:

<ul style="list-style-type: none"> • Target 2 (K) - Students will learn the trek of the mountain men. 	<ul style="list-style-type: none"> • Pre assessment will be conducted prior to the instructional sequence. • Interim assessment will be selective response using whiteboards. • Post assessment will be given at the end of the sequence.
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Special Planning/Preparations (i.e., safety concerns, etc.): Reserve a computer day and time prior to starting unit.

Procedures	Time	Materials	Adaptations for Students with Special Needs
Anticipatory Set (Whole Group): Point out Idaho map. Ask if anyone can identify the path any mountain man took. Ask if anyone can identify places I have marked.	3 min.	Idaho map Poster putty and yarn	After careful consideration, there are no adaptations/modifications necessary.
Objective: Students will learn what trappers or traders are known for or what they encounter as they explored Idaho. Learning- Mountain man experiences Lives- They are the ones that created our first routes around the terrain, many of which we still use today.	2 min.	None	After careful consideration, there are no adaptations/modifications necessary.
Input (Whole Group): Quickly review expectations for behavior in the hallway and in the computer lab (walk, no talking in hall, level one voices in lab). Handout computer worksheet.	3 min.	Computer handout	After careful consideration, there are no adaptations/modifications necessary.
Work in computer lab from 1:30 - 2:00. Students will work quietly in assigned pairs.	30 min.	Handout and pencil	After careful consideration, there are no adaptations/modifications necessary.
Independent Practice: Students are to open packets and individually complete the exit slip on Wilson Price Hunt. Must write at least three complete sentences about what they learned. Color picture in journal. Place slip in packet and turn in.	10 min.	Chapter five packets and pencil Packet bins	After careful consideration, there are no adaptations/modifications necessary.

Integration of Technology: Computer; using the internet to research mountain men.

Outreach to Families: None

Resources: Idaho History Textbook and Kenneth Limb

Reflection: I had been informed that my class has been taught how to research information on a computer. Yet, once in the computer lab they acted as if this was new. If they are in the computer lab once a week, what are they being taught? It was extremely beneficial that I had provided them with one website that could provide all the information they needed. That helped to a point. Prior to teaching this lesson again, I would ensure that students really do know how to research.

Once on the computers, it was hard to move them along. The people they were researching were so interesting to them, that they just stayed on each web page for too long. Time ran out before they had all the information they needed to complete tomorrow's assignment. Perhaps this lesson could really use three days to fully complete it.

I am finding that projects, of any type, take much longer to complete than what I had anticipated.

Learning Activity Plan # 4: Who Made the Trek (Day 2)

Name: _____ Estimated Time: 45 minutes

Content Area(s): Idaho History _____ Grade Level(s): Fourth

Standard(s): Idaho Content Standard 2: Geography; goal 2.3 and objective 4.SS.2.3.3

Achievement Targets:

Assessments:

<ul style="list-style-type: none"> Target 2 (K) - Students will learn the trek of the mountain men. 	<ul style="list-style-type: none"> Pre assessment will be conducted prior to the instructional sequence. Interim assessment will be selective response using whiteboards. Post assessment will be given at the end of the sequence.
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Special Planning/Preparations (i.e., safety concerns, etc.): None.

Procedures	Time	Materials	Adaptations for Students with Special Needs
Anticipatory Set (Whole Group): Use whiteboards to see who can remember different facts about each mountain man they researched.	5 min.	Whiteboards and dry erase marker	After careful consideration, there are no adaptations/modifications necessary.
Objective: Students will learn what trappers or traders are known for or what they encounter as they explored Idaho. Learning- Mountain man experiences Lives- They are the ones that created our first routes around the terrain, many of which we still use today.	2 min.	None	After careful consideration, there are no adaptations/modifications necessary.
Input (Cooperative Groups & Teacher-Directed Activity): Handout cooperative group assignments. Inform them they are making a poster that will be displayed on a bulletin board. Review expectations for behavior.	3 min.	Cooperative group handout	After careful consideration, there are no adaptations/modifications necessary.
Model: Show students an example of the finished product.	2 min.	Completed example poster	For the benefit of students A and B, who are on a 504 plan, and C, who is an ELL, keep an example visible at all times.
Check for Understanding: Ask if there are any questions. Call on some to recall directions. Redirect if needed.	3 min.	None	After careful consideration, there are no adaptations/modifications necessary.

Guided Practice: Have groups construct their poster. Groups and job are pre-picked.	20 min.	Poster, crayons, marker, glue, scissors, map, star stickers Images of men	After careful consideration, there are no adaptations/modifications necessary.
Independent Practice: Students are to open packets and individually complete the exit slip on Donald Mackenzie. Must write at least three complete sentences about what they learned. Color picture in journal. Place slip in packet and turn in.	10 min.	Chapter five packets and pencil Packet bins	After careful consideration, there are no adaptations/modifications necessary.

Integration of Technology: None

Outreach to Families: None

Resources: Idaho History Textbook and Kenneth Limb

Reflection: Visuals are essential for this lesson. Having a face to match to a name made it easier for students to remember the accomplishments of each mountain man. Since time seems to always be of the essence, having the little Idaho maps, photos of explorers, and their names pre-cut was vital to ensuring time was not such an issue. Also, I decided to set a timer and have one of the group jobs be time keeper. This proved to be extremely beneficial in keeping the class moving at a good pace. Today, they finished the lesson on time. I will have to keep the timer in mind for future lessons.

Since bulletin boards are not available for use in my classroom, I decided to allow each group to decide where on the closet doors they would like their completed posters to hang. They loved it. I think this concept is new to them. They cannot stop looking at their work hanging up in their room. They seem to be proud of their accomplishment. This experience has helped me to see that it is important to display my students work. It is a way to show them I care about what they do and now they can claim the classroom as theirs.

Learning Activity Plan # 5: Landform Maps

Name _____ Estimated Time: 45 minutes

Content Area(s): Idaho History Grade Level(s): Fourth

Standard(s): Idaho Content Standard 2: geography; goal 2.3 and objective 4.SS.2.3.3

Achievement Targets:

Assessments:

<ul style="list-style-type: none"> • Target 4 (P) - Students will follow five steps to create a landmark map. 	<ul style="list-style-type: none"> • Pre assessment will be conducted prior to the instructional sequence. • Interim assessment will be observation. • Post assessment will be given at the end of the sequence.
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Special Planning/Preparations (i.e., safety concerns, etc.): None.

Procedures	Time	Materials	Adaptations for Students with Special Needs
Anticipatory Set (Class Divided in Half): Point out Idaho maps. Have teams 1 and 2 work together to identify the path any mountain man took and places I have marked.	3 min.	2 Idaho maps Colored Stickers Labels	After careful consideration, there are no adaptations/modifications necessary.
Objective: Students will learn that trappers or traders are known making maps. Learning- Mountain man used landforms to show locations and directions to go. Lives- They are the ones that did the exploring and locating. It was done for us.	2 min.	None	After careful consideration, there are no adaptations/modifications necessary.
Input (Whole Group): Clarify what natural and manmade landforms are. Brainstorm for ideas of both landforms we see here today. Keep a visual in view at all times.	5 min.	Posters and markers Putty Visuals	After careful consideration, there are no adaptations/modifications necessary.
Model: Draw a map on the whiteboard. Label parts required. Keep a visual in view at all times.	5 min.	Whiteboard and dry erase marker	After careful consideration, there are no adaptations/modifications necessary.
Check for Understanding: Pass out rubric. Have a few students repeat instructions and/or definitions of terms.	5 min.	Rubric	After careful consideration, there are no adaptations/modifications necessary.

Guided Practice (Small Groups): Have each student create their own landform map. Divide class into diverse groups to help facilitate learning and positive behavior.	15 min.	Paper, pencil, crayons	After careful consideration, there are no adaptations/modifications necessary.
Independent Practice: Students are to open packets and individually complete the exit slip on Captain Benjamin Bonneville. Must write at least three complete sentences about what he mapped. Color picture in journal. Place slip in packet and turn in.	10 min.	Chapter five packets and pencil Packet bins	After careful consideration, there are no adaptations/modifications necessary.

Integration of Technology: None

Outreach to Families: None

Resources: Idaho History Textbook and Kenneth Limb

Reflection: Last moment I decided to take local pictures of natural and man-made landforms. After brainstorming as a class, I displayed the pictures next to the student's verbal response on the whiteboard. I also included some pictures that they had not thought of. Having pictures of the local area turned out to be a momentous key factor. Students began shouting out, "I know that place" or "my house is close to that." For here the rest was easy going.

I also believe that students were extremely successful with this project because I took the time to pass out the rubric first, then I drew a map on the overhead as we all read the rubric, and finally I had the students draw their own map. I would make sure to do these two things next time. However, for students with 504 plans, they need extra time to process their thoughts.

Learning Activity Plan # 6: The Rendezvous

Name: Estimated Time: 45 minutes

Content Area(s): Idaho History Grade Level(s): Fourth

Standard(s): Idaho Content Standard 1: History; goal 1.2 and objective 14.SS.1.2.1

Achievement Targets:

Assessments:

<ul style="list-style-type: none"> • Target 1 (K) - Students will learn about mountain men in Idaho. 	<ul style="list-style-type: none"> • Pre assessment will be conducted prior to the instructional sequence. • Interim assessment will be personal communication. • Post assessment will be given at the end of the sequence.
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Special Planning/Preparations (i.e., safety concerns, etc.): None.

Procedures	Time	Materials	Adaptations for Students with Special Needs
Anticipatory Set (Whole Group): Have classroom set up for a rendezvous. Ask students to look around and analyze what they think we are going to do. Ask if they know how mountain men paid for their supplies. Pass out mountain man money.	3min.	“Mountain Man” money Possibles bag Food and drink Feely box	After careful consideration, there are no adaptations/modifications necessary.
Objective: Students will learn how mountain men socialized.	2 min.	None	After careful consideration, there are no adaptations/modifications necessary.
Input (Small Groups): Inform students that they will move to each learning center. They will pay/or trade to use the center.	3 min.	None	For the benefit of students A and B, who are on a 504 plan, and C, who is an ELL, the class will be divided into diverse groups to help facilitate learning and positive behavior.
Check for Understanding: Have students explain what we are doing. Review rules and behavior expectations.	2 min	None	After careful consideration, there are no adaptations/modifications necessary.

<p>Guided Practice (Learning Centers): Students work in assigned groups and rotate every 7 minutes. Employ teacher proximity and/or eye contact.</p> <p><u>Computers</u>- research using http://www.xmission.com/~drudy/amm.html</p> <p><u>Feely Box</u>- Using their sense of touch and prior knowledge, students will write a description of what they think they are touching.</p> <p><u>Matching Game</u>- students will match each trapper or trader to what they are known for or what they encounter as they explored.</p> <p><u>Essay</u>- Students will use their newly acquired knowledge of mountain men to tell me if they would have chosen to be a mountain man. Why and why not?</p>	28 min.	<p>Computer and handout</p> <p>Feely box with pouch inside</p> <p>Trappers and symbols</p> <p>Paper and pencils</p>	<p>After careful consideration, there are no adaptations/modifications necessary.</p> <p>For students A and B, who are on a 504 plan, and C, who is an ELL, spelling will not count against them.</p> <p>After careful consideration, there are no adaptations/modifications necessary.</p> <p>For students A and B, who are on a 504 plan, and C, who is an ELL, spelling will not count against them.</p>
<p>Wrap up: Students will reward their work with a drink and treat. This is optional. Let them look at the possible bags on display. See if they came out richer or poorer.</p>	7 min.	<p>Jerky, berries and drink</p> <p>Possible bags</p> <p>Cherished items</p>	<p>After careful consideration, there are no adaptations/modifications necessary.</p>

Integration of Technology: Computer

Outreach to Families: None

Resources: Idaho History Textbook and Kenneth Limb

Reflection: This lesson was a blast. It was definitely worth doing. To help students move every seven minutes and start their timers simultaneously, I quickly devised a ten second countdown. As I began counting, students joined in. It was great to see them all working together. However, the lesson was extended by fifteen minutes to accommodate eating, cleaning, and sharing time. Next time I would count on this lesson being at least an hour. Centers could really use ten minutes to complete.

Also a quick time saver I discovered was at the computer center. Instead of groups completely closing out of the website, I started having groups return to the site's home page. This alone was a huge asset. After all, they still had to navigate their way through the site to find information listed on their worksheet.

E. Reflection-in-Action

Situation #1

1. Describe: The first fifteen minutes of my first learning activity plan was smooth sailing. My class was fully engaged with the short movie, the computer, and I read about trapper Jed. Then it was my students turn to read from their textbooks. I had decided that we would read the passages about hunting beaver aloud due to unfamiliar vocabulary words. Students volunteered to read aloud and as they did, I would display a visual depicting the new vocabulary words. All was going great until we read about castoreum (castor), a liquid that comes from beavers and is used as beaver bait. As I posted the visual of castoreum a young boy in the back of the class raised his hand. He wanted to know where to locate the castoreum on the beaver and what did beaver use it for. I couldn't blame him, I wanted to know too when I was reading about it as I prepared for the lesson.

2. Analyze: As all eyes fell on me and the room hushed, I could feel my face blush, heart began to race, and all I could think of was thank goodness I took the time to research castoreum prior to teaching the lesson. However, I had to do some quick thinking of how I could relate this word to their lives and make it age appropriate. As I scanned the classroom, I could see others pondering over the same question. I had a room full of students that really wanted to understand what beaver bait is. At this point, I believed that the class could not move on because their minds were fixed on trying to figure out what the bait is and where it came. Their desire to understand prevented them moving on with the content. Therefore, I took a moment to modify the lesson.

3. Modify: Knowing that castoreum is from a scent gland located near the beaver's bladder I simply placed my hands on my hips as I informed my students that the castor gland sits close to the animal's hind legs. Then I pointed to the visual I had posted of a dried castor gland and

informed that inside this gland is the liquid called castoreum. I then told them that beaver spray this liquid just like dogs do to mark their territory. As I said this heads began to nod. I went on to explain further that the scent is sprayed upon mounds of mud and leaves found along the shore of the pond. The scent attracts other beavers, especially females. The scent lets the other beaver in the pond know who lives there.

4. Rationale: My rationale for taking the time to modify my lesson is simple; they wanted to know what castoreum is. Their hearts were set on understanding this term and I could not justify a reason why they shouldn't. Plus, castoreum is the correct answer to a question on the assessment geared towards target one that teaches about how mountain men came to Idaho to hunt for beaver.

Situation #2

1. Describe: Learning activity plan number four begins with a quick race of which team match mountain men names to locations of exploration on an Idaho map. Then I quickly have them tell me what the rules are for walking in the hallways and using the computer lab. After informing them of my expectations, I grouped each student with a partner, handed them a worksheet to use as a guide, and head down to the computer lab. Once there my class logged on to the internet and then everything began to crumble apart. Some neglected to look at the website displayed on their worksheet and began asking, "What do I do now?" Others manipulated their way to the desired website but then stopped. They had no idea how to use the search drive located on the webpage. Now it seemed that everyone was calling me for help. The computer teacher had left and I had no access to the projector.

2. Analyze: I began running from end of the computer room to the other. Everyone wanted my help. I felt like I had failed this lesson and my students. I began to wonder if I had set them up to

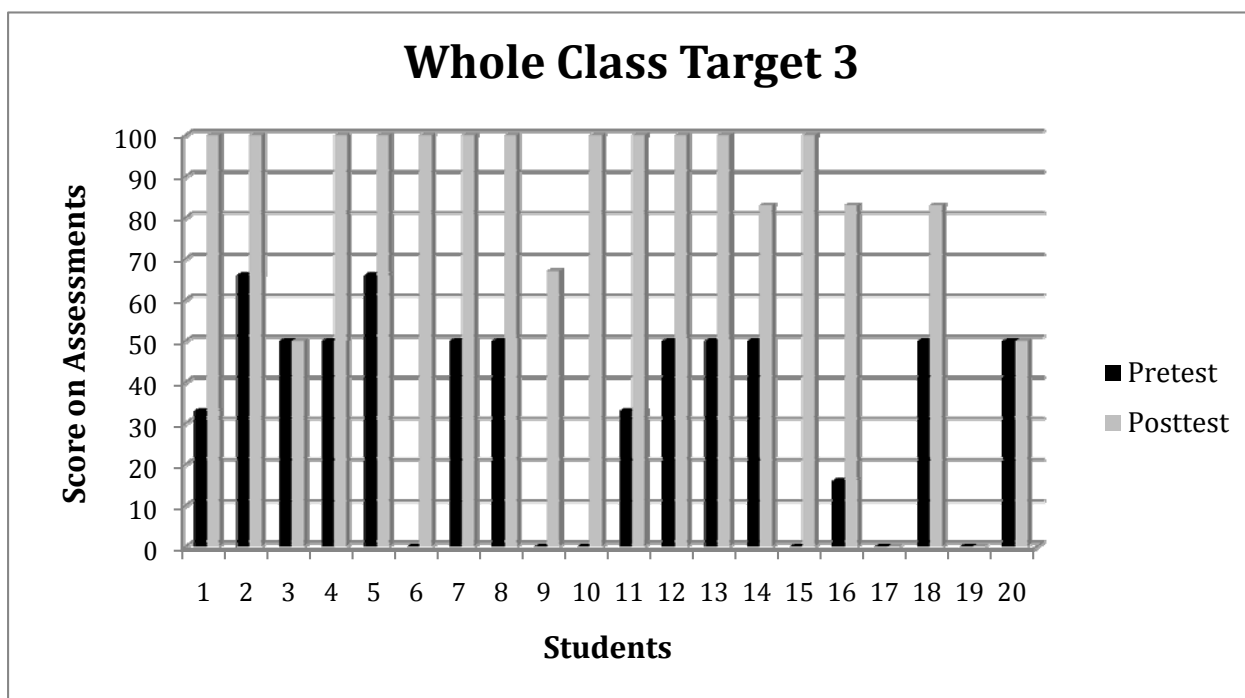
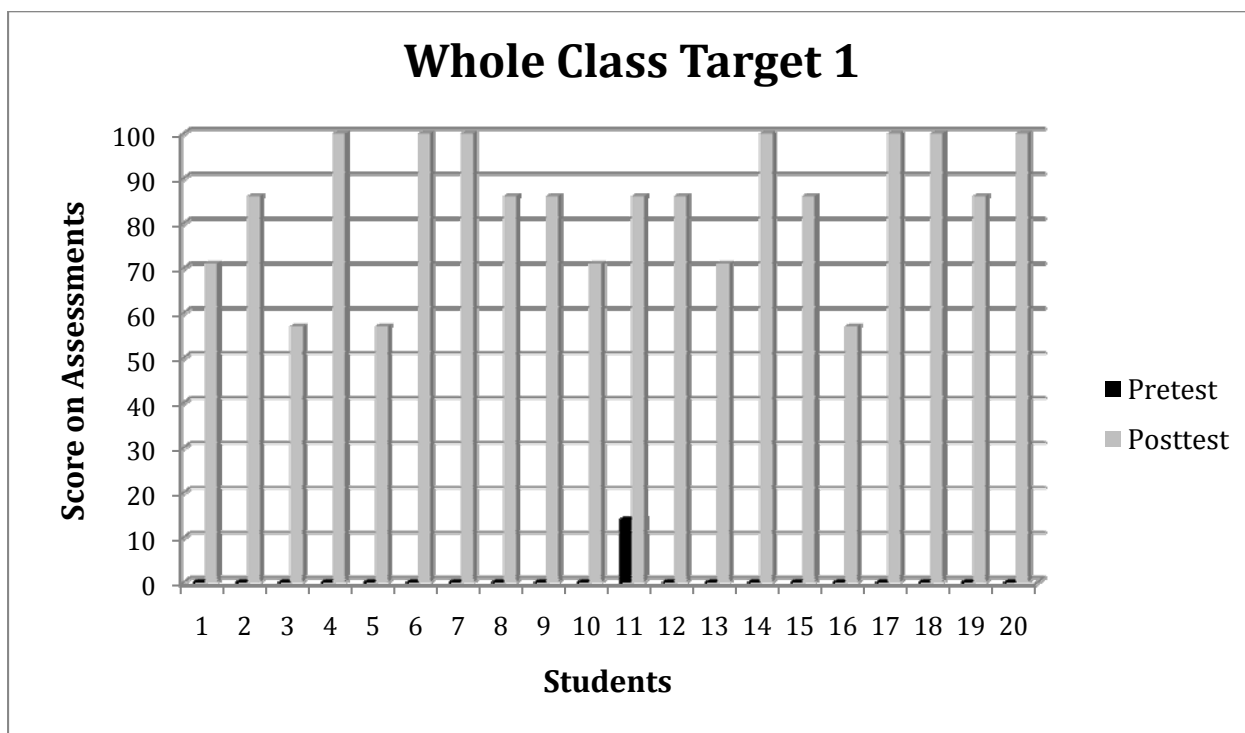
fail. As I reflected back, I recalled my CT informing me that the students knew how to perform research on a computer. Plus, they work in the computer lab every week but, they demonstrate little to no background knowledge. I had to modify this lesson or they could not complete the second part of the lesson and their assessment scores would be in jeopardy.

3. Modify: At this point I made everyone stop working on their computers and listen to me. Then I walked around to every group of partners and made sure everyone was on the same website. Once there, I talked them through the first research category step by step. As did this, I walked about the room checking monitors. After we had completed one search together, groups were able to repeat the task on their own.

4. Rationale: My target for lesson four is about learning the trek of the mountain men. Here students are expected to learn experiences each mountain man encountered and the routes they created. Then apply that newly acquired knowledge to create a poster to display in the classroom. If students were unsuccessful at obtaining information in their research, then they would fail the poster project. More importantly, they would fail the matching portion of their assessment. Here students have to match seven explorers to their personal experiences or routes traveled while exploring Idaho. By taking the time to re-teach some computer skills, all of my students were able to acquire background knowledge they needed to be successful.

F. Profile and Analysis of Student Learning

Profile of Student Learning: Whole Class Analysis



Impact on Student Learning

	Students Who <i>Achieved the Target</i> According to Stated Criteria		Students Who <i>Showed Improvement</i> from Pre-assessment to Post-assessment	
	Number	Percent	Number	Percent
Achievement Target #1	14/20	70%	20/20	100%
Achievement Target #3	15/20	75%	16/20	80%

TWS Content: Idaho History: Fur Trappers and Traders

TWS Grade Level: Fourth Grade

Analysis of Student Learning

Looking back over my data I can clearly see that fourteen of my students met target one. I tribute their success to the multiple learning strategies I incorporated throughout my teaching sequence. I had students working in various groups on a daily basis. By doing so, I believe that they were able to teach each other using their own words and learned some social skills too. I had visuals on display for every lesson and provided each student ample time to touch them and ask questions. By doing so, I believe that I helped create a memory that helped them through the post assessment. Since 100% of my students showed improvement I think my strategies worked. Target three was more abstract and yet fifteen of my students met the criteria for this target. I assume that by incorporating the content covered in target three into their language assignment helped to reinforce the skills needed to write the required essay. By implementing this I also provided my students time to apply thinking skills and opportunities to ask questions. In the end, I believed they all were set for success yet, only 80% of them showed improvement. I tribute this lower number to the fact that those that did not show improvement are those that are struggle daily with health issues and or learning disabilities.

Subgroup Profile and Analysis

1. The subgroup consists of three unique individuals that I refer to as student A, B, and C. These students come to class everyday knowing that today they will struggle once again, misunderstand something, and be misunderstood by someone. Yet they press on and endure to the best of their abilities.

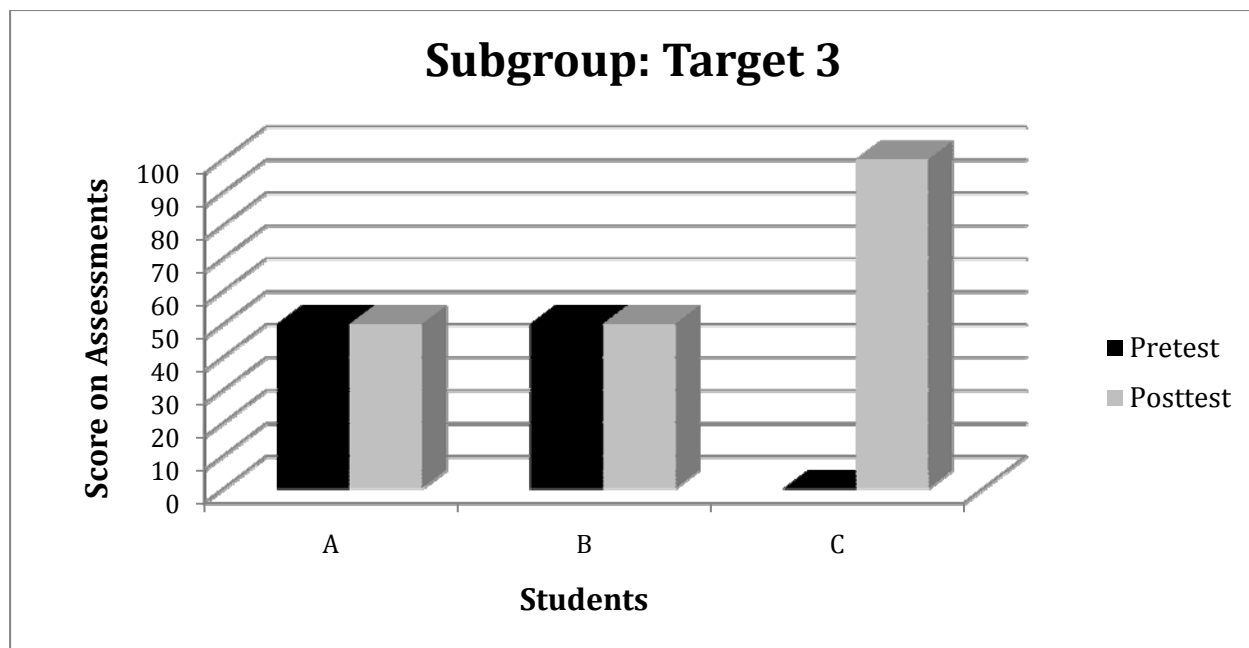
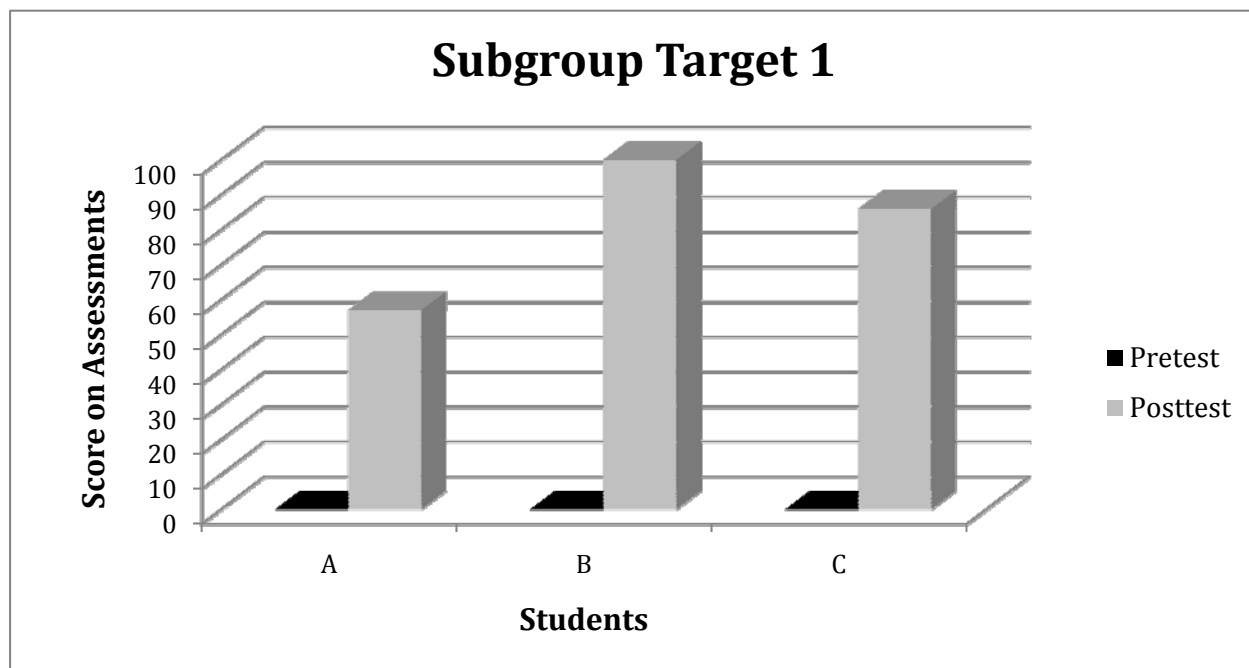
Student A is a wonderful freckle faced child that is trying to cope with Attention Deficit Disorder (ADD). He has an extremely difficult time focusing for any length of time. He can often be found gazing off into his own little world. When I inquire about his thoughts he claims he does not know what he was thinking. Throughout my learning activity plans I had to use close proximity and verbal cues to help him keep on task. I provided extra time for him to complete projects and assessments and provided multiple visuals and learning strategies yet, that was not enough for him. For target one of the pre and post assessment, his growth of the content was phenomenal. He went from 0% to 57% but, target three maintained 50%. The day after I taught my last sequential lesson my class took the post assessment. Later that same day a school worker came in to talk to my CT, my teaching partner, and me. The school worker informed us that the school just diagnosed student A as a nonverbal learner. I was informed that no matter what I did during my learning activity plans, nothing would have helped him learn the content. I believe that this is why his assessment scores are so low and why target three was unaffected.

Student B is whole different situation. This young boy has lived a hard life in his short lifespan. To top that off, add in his auditory process problem. One minute he's sharp as a knife and alert. The next minute he has shut down and all communication and learning is turned off. At this point his temper begins to rise and he starts to lash out anyone and thing. My CT has made it crystal clear that when this happens, student B is to be left alone and given adequate time to cool

off. One scenario that causes these melt downs is stress. When student B was taking the pre and post assessments he was working alone. All he had to help him was a few visuals on the board. I think it was a combination of cooperative groups and various visuals that help this student go from a 0% on the pre-assessment to a 100% on the post assessment for target one. As for target three on the post assessment, I believe that he became agitated for reasons that I can only assume were triggered by stress brought on from taking the exam. I believe this is why he shut down at this point and demonstrated no progress for that target.

Student C is an ESL student. Her pre-assessment scores for targets one and three were 0%. I believe these scores reflect her barrier of the English language. Student C loves being her in the United States. She desires to know more about this country and her community. She desire to do well in school and is always eager to learn more. As I taught the learning activity plans I noticed that student C was completely engaged. She always asked questions and she tentatively listened during the sequential lessons. She was like a sponge soaking up all the information I could provide. When student C's post assessment score for target one was 86% and target three was 100% I could not believe how much she had grown. I was so proud of her and by the look on her face, she was proud of herself.

2. Profile of Student Learning: Subgroup Analysis



3. When comparing the graphs of the subgroup to the whole class I realized that four of my students did not show improvement for target three. Of these four students three are in my subgroup. Each of them has different issues that affect their learning and are receiving help at school. Despite their odds, 66% of this small group improved with target one. I tribute their success to my diligence in providing them with visuals, hands-on activities, and placing them in multiple groupings. Secondly, I believe that adaptations and modifications can truly help bridge the learning gap for students that struggle to comprehend content material. 33% of my subgroup failed to meet the criteria for reasons I can only assume are connected to their learning disabilities. As for the whole class, three students were able to obtain 100%. Next time I want 50% of my class to pass with the same score. In order to achieve this, I will need to remember to provide more time to complete projects so that my students do not feel pressured.

G. Reflection-on-Action

1. Teaching Idaho history to fourth graders was wonderful. I had a great CT to work with and a partner that was helpful to bounce ideas off of. They helped me feel welcome and relaxed in front of the class. My CT provided me with ample opportunities to be teaching other subjects prior to my teaching my sequence. I think this helped me to establish confidence in myself and to gain the trust of my students. I also love history, especially Idaho history. It is my passion for history that propelled me to choose social science as a college component. I believe that my success as the teacher, and that of my students achieving their targets, comes from me bring my passion for the subject into the classroom every day and from me being happy with teaching.

2. Throughout my instructional sequence I felt like I was always racing the clock. No matter how hard I tried to conclude my lessons on time, I was running late half the time. My CT would smile

it off but, I became frustrated with myself. The lessons that ran out of time were ones that I had projects embedded into them. I did everything I could think prior to teaching to avoid this problem such as practicing my parts, time my lessons, have my own children at home make the projects, etc. Yet no matter how hard I tried, my lessons ran out of time. This unsuccessful aspect of my instructional sequence affected my students. Now they were feeling rushed to finish projects or they had to find their own time to complete them. I do not believe that this is fair for them or me. Now I know that if I ever teach this instructional sequence again I need to plan on using two days for each lesson that had projects for student to do.

It is nice to look back and see that there were some aspects of my instructional sequence that were successful. I worked hard to design lessons that integrate the senses and multiple intelligences that Gardner has identified. The best example of my success and incorporating both of these was in lesson six. Here students used their sense of touch, sight, and taste to help them complete multiple tasks that required them to move about, write, and apply critical thing. As I watch my student become engaged in this lesson I was thrilled and from the looks on their faces I would say they were too. Shortly after I had concluded my teaching sequence I was approached by a young boy in the class. He told me that because of me he now likes history. When I asked what changed his mind he simply said, "You made it fun."

3. If I was to teach this instructional sequence again I would leave the lessons in the sequence they are in. I would not change the information in each lesson either. However, I would change the format to teach one day and then the next day they would make something they learned about the day before. I believe that by doing this modification students will be more relaxed. They will be able to focus more on the content and have all of the pertinent questions answered.

Once the content is learned then they will be able to complete projects without haste and make them look nice. Plus the projects would reinforce the lessons in a fun and positive way.

After teaching my instructional sequence I realized that I am ready to go into the world and teach. I feel in love with fourth graders. They are amazing people that are easily over looked. If I was offered a job teaching fourth grade, I would take it in a heartbeat. Despite my earnest desire to be teaching now, I know I still have things to learn. I need to figure out how to determine what behavior mandates my immediate attention and what I can let go. I want to become more skilled at transitioning. My current CT comforts me by telling me that those things that I desire will come in time with experience.

4. Now that I have some experience in the classroom teaching, I now know that I love working with children in this age range. They are so creative and have wonderful ideas. However, the students in my class that are boarding the line of behavioral issues showed me that I need to work on my patience. The time I spent working with them individually confirmed my feelings that it takes someone special to work with children that have severe behavior and learning issues.

Another area that I will seek help in is professional development. As a teacher I plan to my best to keep with current information and be willing to try new strategies. Do ensure my success in this field, I will attend in-service meetings, seminars that introduce new literature, and partake of local resources such as Project Wild that Idaho Fish and Game does. I also desire to proceed with my education and seek a masters degree from Idaho State University. By participating in all these opportunities I should be able to be a better educator for my students.

