

William Paterson University

Department of Elementary and Early Childhood Education

CIEE 322 Multidisciplinary Lesson Plan

Assignment 1: Learning Goals

Assignment 2: Assessment Plan

Assignment 3: Design for Instruction

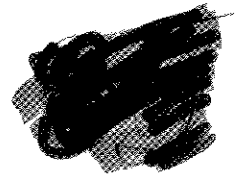
Assignment 4: Instructional Decision-Making

Assignment 5: Analysis of Student Learning

Assignment 6: Reflection and Self-Evaluation



WILLIAM PATERSON UNIVERSITY
Department of Elementary and Early Childhood Education



CIEE 322 Multidisciplinary Lesson Plan

Assignment #1: Learning Goals

Candidate Name:  School: Paterson School #21

Grade: First

I. Subject Areas: Social Studies, Language Arts and Math

II. Topic and Core Standards: Community

a. 6.1 U.S. History: America in the World

i. 6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community. (Everyone is part of a larger neighborhood and community).

b. Language Arts: Speaking and Listening: Comprehension and Collaboration

- i. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small or larger groups.
- ii. Follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- iii. Ask and answer questions about key details in text read aloud or information presented orally or through other media.
- iv. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

c. Mathematics: Measurements and Data: Represent and Interpret Data


- i. 4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

III. Concept: Similarities and Differences between a city and farm.


IV. Essential Question: What is a community?

V. Learning Goals/Objectives:

- a. **SWBAT** define community, city, town, neighbors, and farm.
- b. **SWBAT** Answer questions based on the read aloud.
- c. **SWBAT** understand the difference of a city and farm, based on the pictures they see in their textbook and the read aloud.
- d. **SWBAT** Understand the difference from a city and farm.
- e. **SWBAT** Complete a Venn diagram about cities and farms.
- f. **SWBAT** Understand what a bar graph is and how to complete one.
- g. **SWBAT** Complete a bar graph based on how many students liked each farm animal (i.e. cow, sheep, pig) and fill in the bar graph accordingly.



VI. Resources/Materials:

- a. "A Visit to The Farm," by B.A. Hoena
 - b. "City Sounds," by Craig Brown
 - c. People and Places: Teacher's Edition
 - d. People and Places: Student's Text Book
 - e. www.kidzone.ws (Bar Graph)
 - f. Venn Diagram
 - g. Pencils
 - h. Crayons
 - i. Overhead projector
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Assignment #2: Assessment Plan

Candidate Name: ██████████

School: Paterson School # 21

Grade: 1

Lesson Topic: Community

Concept: Similarities and differences between a city and a farm.

Essential Question: What is a community?


Lesson Assessment Plan

Learning Goal	Format of Assessment	Differentiation of Assessments
<p>Learning Goal #1: Lower Order</p> <p>SWBAT define community as a place where people live, work and play.</p>	<p>Pre-assessment / Post-assessment:</p> <p>Students will put thumb up or down if they think the definition of a community is correct or not.</p> <p>Formative Assessment(s):</p> <p>-Ask questions while teaching, to check their comprehension.</p>	<p>Pre-assessment / Post-assessment:</p> <p>-I will write the question on the board. ?</p> <p>Formative Assessment(s):</p> <p>-The students will be able to look in their text books at pictures of a community. ?</p> <p><i>What for?</i></p>
<p>Learning Goal #2: Higher Order</p> <p><i>Students will be able to complete a Venn diagram. They will fill in the differences and the similarities of a city and farm. Then draw a picture that represents the text they have written.</i></p>	<p>Pre-assessment:</p> <p>-Discussion on read aloud about cities and farms.</p> <p>Formative Assessment(s):</p> <p>-Ask questions throughout the story to check their comprehension level.</p> <p>Post-assessment (Create):</p> <p>-Completing the Venn diagram.</p>	<p>Pre-assessment:</p> <p>-Will write the students answers on the overhead projector.</p> <p>Formative Assessment(s):</p> <p>-Lessen the amount of responses in the Venn diagram.</p> <p>-Allow the students to work in groups of 2-3. ?</p> <p>Post-Assessment:</p> <p>-Will write the words on an overhead for the students to see and draw a picture. ?</p> <p>-Will help students spell words.</p>

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Assignment #3: DESIGN FOR INSTRUCTION

Candidate Name: 

School: Paterson School # 21

Grade: 1

DAY ONE

- **SWBAT** understand the difference of a city and farm, based on the pictures they see in their textbook and the read aloud.

- **SWBAT** Understand the difference from a city and farm.

1. **Pre-Assessment:** Students will either put their thumbs up or down, which will help me determine if they know what a community is. Thumbs up they know that a community is a place where people live, work, and play and thumbs down will mean they aren't sure.

2. **Motivate:** In order to get the students involved I will show pictures that represent what is seen on a farm and what is seen in a city. I will also remind the students that they have already learned about the different kinds of homes where families live. That within this unit we will now be learning what the different communities are that people live in.

3. **Teach:**

- I will first begin the lesson asking if the students know what a community is.
- I will read in the text along with the students Lesson 1 We Live in Communities. While we are reading this lesson we will stop to talk about the pictures we see throughout the lesson and discuss what is seen and if they see anything like that in their community. While we discuss the pictures in the text, I will also go over the vocabulary words the students should learn, such as community, city, town, neighbors, and farm.

4. **Image:** I will use the pictures from the read a-loud and their text book.

5. **Ask Low and High Level Questions:**

- What is a community?
- What is a neighbor?
- What is a town?
- What is a farm?
- What do we see in a city?
- What do we see on a farm?
- What is similar in a city and on a farm?
- What is different about a city and a farm?

6. **Formative Assessment**

Where is the difference?

- Ask questions while teaching to check the students' comprehension

7. **Accommodations:** If students need a clearer explanation about the questions I am asking I will reference back to the read aloud reminding them how each family member played a different instrument and that was their contribution to their family.

8. **Role of Auxiliary Personnel:** My cooperating teacher will help by walking around the classroom making sure the students are on the correct pages in the text and are following along.

DAY TWO

- **SWBAT** define key terms including community, citizen, family and neighbor.
 - **SWBAT** Answer questions based on the read aloud
 - **SWBAT** Understand what a bar graph is and how to complete one.
 - **SWBAT** Complete a bar graph based on how many students liked each farm animal (i.e. cow, sheep, pig) and fill in the bar graph accordingly.
1. **Review:** I will ask the students what they remember learning about a city, farm and a community.
 2. **Practice Skills:** I will ask the students what the title of the story, who the author is and what they predict the book will be about. Also as a practice we discuss what a bar graph is and complete one based on the amount of students like each farm animal (i.e. cow, pig, sheep).
 3. **Formative Assessment:** Ask questions while teaching, to check their comprehension (If students need a clearer explanation about the questions I will refer to a picture within their text or read aloud).
 4. **Accommodations:** I will use the images in the book to help clarify questions the students may have.
 5. **Role of Auxiliary Personnel:** My cooperating teacher will walk around being able to assist any students and making sure everyone is on task.

DAY THREE

- **SWBAT** Complete a Venn diagram about cities and farms.
- **SWBAT** illustrate a picture of what is written on their Venn diagram.

1. **Review:** I will ask what a community, a city and a farm. I will also ask what do we see in a city and in a farm.

2. **Create (Performance Task):** As a group we will complete a Venn diagram. I will have mine on the over head projector for the students to use as an aid when writing their reponses and the students will have their own. We will write together what we see in a city, what we see in a farm, and in the center we will write what are common in both. Afterwards, the students will draw a picture of the items we had written on the Venn diagram and then they can take turns presenting their work to the class.

3. **Post-assessment:** Students will either put their thumbs up or down, which will help me determine if they know what a community is. Thumbs up they know that a community is a place where people live, work, and play and thumbs down will mean they aren't sure.

4. **Accommodations:**


- I will read questions aloud, have pictures to represent different topics of the lesson
- I will write the words on the overhead.
- Help spell words

5. **Role of Auxiliary Personnel:** My cooperating teacher will help by walking around the classroom assisting students that need help spelling words or need more instruction.

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Assignment #4: INSTRUCTIONAL DECISION-MAKING


Candidate Name:  School: Paterson School #21 Grade: First

1. A section of my lesson that was modified based on a student's learning/response was the way we had written the responses on the Venn diagram.
 - A. As I was calling on students to name something that we would see in only a city, they had asked me if we were just writing the word or a complete sentence.
 - B. Instead of discussing it a loud, I responded by saying that we can just write the phrases and when we go back that students who are done, they can start writing complete sentences. I thought this was good because it would keep the gifted students busy, while the rest of the class was finishing copying the words and drawing a picture.
2. Another time in my lesson that I modified it based on a student's learning or response was during the create section of the lesson, the students ended up drawing pictures on their Venn diagrams.
 - A. I had a student midway into the create raise their hand asking if they were able to draw a picture on the bottom or the back of the Venn diagram. I had told them that once we were done naming things that we see in city, farm, and both that they were able to do so.
 - B. I thought this would improve the student's progress toward the learning goal, because they were able to draw a picture of what they thought was in a city, a farm, and/or in both. It allowed me to see if they were on target with what our lesson was about.

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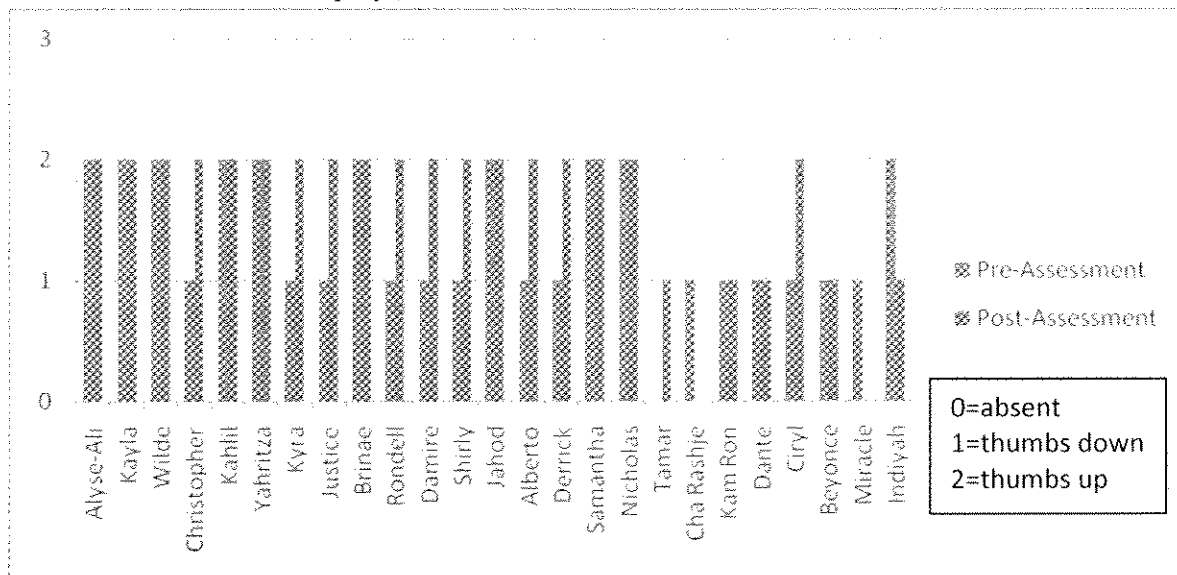
Assignment #5: ANALYSIS OF STUDENT LEARNING

Candidate Name: 

School: Paterson School # 21

Grade: First

A. *Table 1: Entire Class Performance on Pre- and Post-Assessments: Learning Goal 1 (Students will be able to define a community as a place where people live, work, and play.)*



B. *Questions about performance of entire class – Learning Goal 1*

1. There was an 80% increase in scores from the pre to the post assessment.
2. I wrote the definition on the board after the pre-assessment, as we read the unit in the text book I pointed out the definition there and we read the definition as a class as we read on I would reflect back and would ask again, “What is a community?” Checking their knowledge throughout the lesson would help, because they would reflect back to the prior day and look back in their text books.

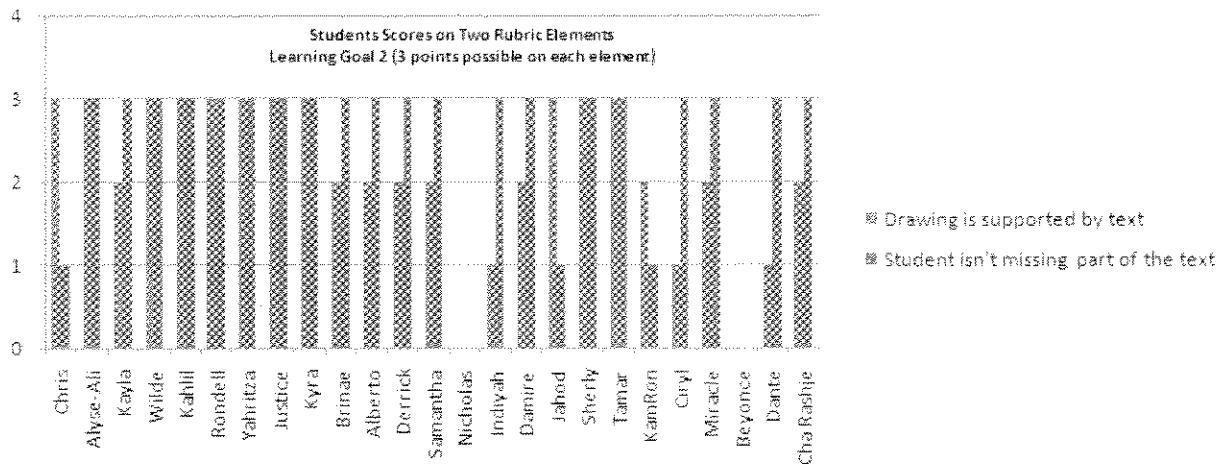
C. *Questions about performance of two selected subgroups in the class – Learning Goal 1*

1. I chose the gifted students and the low level learners because I was concerned about their achievement throughout the lesson. I wanted to see what the difference was between the two subgroups so I knew where I had to modify my lesson for the low level learners. I was able to see for instance that Alyse-Ali (gifted student) scored a steady 2 (thumbs up) when I would ask what a community is, but for instance KamRon continually scored a 1 (thumbs down) and I wanted to see if he was just acting out, copying what his peers were doing around him, and/or needed a modification when it came to understanding what learning goal 1 is.
2. When I did the post assessment I had stated the definition of a community slowly and had it written down for KamRon as well, along with the students who are categorized as the low level learners. I provided examples such as the activities that people can do as a job, where they can live and play within a community (I hoped this would create a visual image for them, along with referencing back to their textbook for images). This could help a portion of the students comprehend the definition and better their understanding of learning goal one, which would have help them complete the create.

D. *Questions about individual students – Learning Goal 1*

1. Kahlil is considered a gifted student. He had scored a 2 both times when it came to the pre and post assessment for learning goal 1. Either he had learned what a community was from kindergarten, his family or just knows from another source he was able to understand and connect the whole lesson together. His performance on both assessments has me seeing the ideal outcome for this lesson. Within this lesson I wanted students to be able to understand what a community is and that there are two different kinds of communities that we were comparing, a city and a farm. I believe that the two stories I read (one about farms the other about city sounds-with illustrated pictures of what is seen in a city) helped, as well as reading and seeing images within the textbooks. Also the Venn diagram allowed Kahlil to understand what was seen in a city, a farm, and in both.
2. Beyonce is a student that was retained once in Kindergarten and is academically performing below a first grade level. I feel that she didn't answer the question correctly because she may have not understood the wording and/or wasn't entirely focused throughout the lesson. Beyonce is usually off target and has a hard time staying focused on what we are discussing at the moment.

E. Table 2: Performance of entire class - Learning Goal 2 (rubric elements)




F. Questions about performance of entire class – Learning Goal 2

1. Student's performed successfully on the element, "Student isn't missing part of the text." I feel that the students had all the appropriate text because I had it written down on the overhead for the students to use as a guide the whole time they were completing their create. Another reason why the students may have scored high in this element is because I kept the text down to a minimal number, they were only asked to write 5.
2. Student's didn't perform as well on the element, "Drawing is support by text." I am a little unsure of why they may not have scored as high in this area. I did allow them to use their textbook as a guide when they were drawing and I read a read aloud wich had very good visuals for them to complete their drawing. Inorder to improve their performance in this area I could have had images on the venn diagram, had figures that represent a city/farm on a table for them to look at, and/or I could have only had them write one word in each circlce to where the amount of drawings they needed were minimal.

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Assignment #6: Reflection and Self-Evaluation

Candidate Name: 

School: Paterson School # 21

Grade: First

Professional Goal 1: In the future I want to work on being more assertive when I talk and to pause after I do a classroom management (such as a hand clap and/or a Simon says (put your hands on your head if you can hear me, put your hand on your elbow if you can hear me, etc.) task to get the class under control. Sometimes I tend to move to quickly and I need to explain why we did the clap and what I expect after each management task is implemented.

Step 1: This is something I think will happen over time. My first day in the classroom or even my first year, I will be implementing new techniques and getting to learn the climate of the classroom as well as setting it. Once I find my comfort level I will be able to really develop into a well rounded educator (even then I can always be reading and learning new ideas from others that will have me continually growing as an educator).

Step 2: As I display each classroom management task, I will pause and say I did the hand clap because I am getting your attention to be quiet, fold your hands, and have your attention up at the board or in my direction. Providing an explanation will help the students further understand why we do some of the tasks and then it will become a routine and soon they will know why it's occurring.

Professional Goal 2: I will more thoroughly modify the lesson for low level learners so that I can better address their learning needs. Having the images was a good idea, but I should have provided them with their own individual sheet with different pictures and words on it.

Step 1: I will increase the amount of visual aids that I use. The visuals are good because it provides the students more images to see while they are working on their create.

Step 2: I could also have brought it little figures of things that you see in a city as well as on a farm. Being able to see these figurines and pass them around the class would have been great for the students, because it would enhance what they have imagine already and would add to their idea of what something looks like in a city/farm.

Professional Goal 3: I will promote more discussion while the lesson is taking place. Instead of only letting one student respond, I should allow a couple more. This will allow for a class discussion and it would be good for the students to hear other ideas as well.

Step 1: I would like to instead of just calling on one student, call on about 2-3 more students to share their ideas with the class. After hearing each response as well I could expand on each idea/statement to further the discussion. But sometimes depending on how the class is going whether they are focused and on track or not that would determine how many students I would ask.

Step 2: I could also ask my fellow workers of ways that they promote more of a discussion within the classroom. As well as that I could do some ~~research~~ to see of different strategies that teachers had implemented and see what works best with my class.

Student Name: _____

Date: _____

Venn Diagram Rubric

Communities being compared: City and Farm

Elements	3	2	1
Drawing is supported by the text	All of the drawing is supported by text.	Most of the drawing is supported by text.	Few or none of the drawing is supported by text.
Text is placed in the appropriate circle.	All the text that is in regards to a similarity is in the appropriate circle, all the text for differences is in the appropriate circle, and all the text for both is in the appropriate circle.	Most of the text is in the appropriate circle, with minimal errors.	Little text is in the appropriate circle.
Student isn't missing part of the text.	All five words are seen in the appropriate circle.	2 of the words are missing in the appropriate circle.	3 and more are missing in the appropriate circle.



WILLIAM PATERSON UNIVERSITY

DEPARTMENT OF ELEMENTARY AND EARLY CHILDHOOD EDUCATION
1600 VALLEY ROAD
WAYNE, NEW JERSEY 07470
973-720-2331 FAX 973-720-3137 WWW.WPUNJ.EDU

Student: _____

School: P.S. #21

Cooperating Teacher's Name: _____

Dear Cooperating Teacher,

Thank you for all of the time, effort, and guidance you have given your practicum student this semester. Please fill out this brief evaluation to help the instructors of CIEE 322 (Language Arts and Social Studies Methods and Assessment for Teaching K-5) to assess our students' performance on their Teacher Work Sample / Multidisciplinary Lesson.

(1) Did your practicum student teach a comprehensive lesson that integrated Social Studies and Language Arts content?

Yes

No

(2) If yes, what was the topic of this lesson?

Comparing & Contrasting Communities

(3) Please provide comments, feedback, or concerns you had about your practicum student's lesson.

Ms. Alonso did a wonderful job creating an interesting lesson for the students. Her lesson flowed smoothly and held the childrens' attention. She included a variety of activities that focused on the content of the topic.

Cooperating Teacher's Signature: *Ms. Alonso*

Sincerely,

Assistant Professor, Elementary Education