

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Multicultural Literature Promoting Good Character and Enhancing Moral Citizenship
for Kindergarteners

For the degree of Master of Art in Education, Elementary Education

By

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December 2017

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DEDICATION

This graduate project is dedicated to my grandmother for offering me an ocean of opportunity, my parents for continually believing in me, my sister for constantly challenging me, my love for always uplifting me, and the young learners of tomorrow whose minds will inspire and light up the world.

ACKNOWLEDGMENT

I would like to greatly thank my committee members who supported my efforts in writing this graduate project.

To my chair, Dr. Gregory Knotts

To Genein Letford

To Dr. Shartriya Collier

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Abstract

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Given the vast diversity of our student body, it is imperative that educators help children recognize the multifarious perspectives of others. Good character is formed by the teachings of the core ethical values that govern our lives such as honesty, responsibility, respect for others, and fairness. If children can develop a tolerance and understanding for other people at a young age, they will in turn be competent to analyze their own cultural, social, and political worlds (Morrell & Morrell, 2012). This will help them fathom pluralistic perspectives of various

cultures and grow as a moral “whole” citizen. The purpose of this unit of instruction is to support the notion that character education through the lens of culturally diverse perspectives will promote good character and moral citizenship in kindergarten students. Through consequential multicultural texts, children will be open to new perspectives thus challenging assimilation to dominant belief systems.

Key words: Moral citizenship and development, Multiculturalism, Multicultural literature, Character education and development, Good character, Readiness skills, Diversity, Culturally rich pedagogy, Social justice

Chapter 1. Introduction. Why do we care?

In today's society, there is such a large emphasis on test scores that it has narrowed the curriculum and significantly cut the time for character education. Contemporary children lack moral drivers and understanding about citizenship, because more attention is paid to teaching literacy, driving test scores, and preparing the learners for school (Mucci, 2008). Thus, the focus has narrowed from multi-faceted learning that includes character education to teaching academic knowledge and skills. . In our country, seventeen states require character education to be taught and twenty-seven are granted funding from the Department of Education to teach it. Schools have limited resources, competing demands, and time constraints that limit the instruction time allocated for character education (Besson-Martilotta, 2013). Character education enables learners to direct their actions toward the context of personal development and the cultivation of civic and social responsibility (Eyler & Giles, 1999). Good character is formed by the teachings of the core ethical values that govern our lives such as honesty, responsibility, respect for others, and fairness. It is essential for children to understand and care about these core values because it will help them find their place in this constantly evolving world.

A holistic philosophy in education is centered around the premise that each individual child discovers his or her sense of existence by means of the natural world, philanthropic values, and an open door to his or her community. The role of a holistic approach in an academic setting has decreased in education emerging from an array of outside factors such as poverty, economic decline, and problematic messages coming from the present administration about the role of education. Aside from the tremendous impact one's parents have on their character development, it is also progressively impacted by the views of United States President Donald Trump and United States Secretary of Education Betsy DeVos. In particular, the administration wants to cut

back on money spent on education and educational programs for teachers. Trump's proposed budget would cut \$2.25 billion in federal grants to States that train and recruit teachers and another \$43 million from programs that offer professional development and training for teachers (Gerstein, 2017). Professional development and teacher training provide countless opportunities for teachers and educators to continuously improve and expand their skills and knowledge.

“In democratic classrooms and nations, deep understanding of civic issues—such as immigration, economic problems, and foreign policy—involves several disciplines. Social studies marshals the disciplines to this civic task in various forms.” (NCSS Introduction, 2017). President Trump's nomination of DeVos, a woman with zero background or experience in public education, furthers his intention to pursue his past rhetoric denouncing public education (Pennsylvania State Education Association, 2006). More importantly, Trump and DeVos are working on formalizing curriculum, which will make character-building in kindergarten the one of surface level (Goldstein, 2016).

The NCLB (No Child Left Behind Act) has seen 71% of the nation's 15,000 school districts significantly cut the allocated time for teaching in the arts, history, music, foreign language, and social studies since its commencement in 2002 because of high-stakes testing (von Zastrow, 2004). This is carried out to elevate the amount of instructional time spent “teaching to the test,” specifically in the subjects of ELA (English Language Arts) and math (Stark-Rentner, 2006).

The Center for Public Education presents the results of the statistical analysis which indicates that soon there will be no majority ethnic group (2012). “There is no question that America's classrooms are becoming more diverse places and there is also little question that the world of the 21st century will require future generations to not only "tolerate" this diversity, but

to embrace it as an asset that makes communities stronger and our collective experience of the planet better as we learn from and draw from one another's strengths” (Morrell & Morrell, 2012, p. 15). Helping to shape the next generation of citizens, entrepreneurs, and leaders should be at the heart of every parent, teacher, and school district. Given that kindergarten is the first step of education, it is necessary to start implementing changes in the kindergarten curriculum. It is difficult to grow up prejudiced against another race or culture when you have been in their shoes (Klefstad, 2013). Professionals in the field of early elementary education suggest that multicultural education has to begin very early on and the strongest way to develop critical literacy and social awareness is through empowering readings of multicultural literatures.

An appreciation of diverse cultures is imperative for shaping the qualities of global citizens. The civic aim of social studies insists the inclusion of all students while acknowledging cultural, linguistic, and learning diversity that includes both similarities and differences based on race, ethnicity, language, religion, gender, sexual orientation, exceptional learning needs, and other educationally and personally significant characteristics of learners. (NCSS, 2017)

Integrating multicultural literature into the curriculum is one way to guide the “whole” student into becoming a reasonable decision maker and moral citizen in today’s democratic and multifaceted society (Morrell & Morrell, 2012). Weaving multicultural storybooks into the curriculum not only teaches children about diversity, but also enhances their self-esteem (Mathis, 2001). This type of literature is used to help young learners better understand cultural-specific behavior. Even at the ripe age of two, children can make meaningful connections to literature (Klefstad & Martinez, 2013). So with thoughtful planning, teachers and parents can provide relevant opportunities for young learners to connect with literature in ways that grant them awareness of diversity and their place in the world.

Literature Review

What is Citizenship?

What is citizenship? How can we define citizenship through the lens of education and how can we promote citizenship in the classroom? The largest organization of social studies teachers in the United States is called the National Council for the Social Studies, also known as the NCSS. They define social studies as “The integrated study of the social sciences and humanities to promote civic competence.” Social studies has a wide range of purposes, however the primary goal is to assist young people in developing the skill set needed to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society, in an interdependent world (National Council for Social Studies, 1994).

Students are taught what the norms, rules, and laws are and are expected to follow these policies even though they had very little input in forming them. Brewer (2006) suggests that elementary teachers can address this shortcoming by giving students’ a more active role in this process. He says that at the beginning of the year, students can help decide and implement the classroom rules that need to be followed and discuss policies or laws, then consider which are appropriate for their specific setting, goals, and needs. Teachers can help students’ recognize that this is what people do within their communities and societies.

Engle and Ochoa (1988) made a case for viewing social studies as a combination between socialization and counter-socialization. Socialization could be considered the understanding and embracing of a society's norms, rules, and laws. Counter-socialization is the ability to question those rules, norms, and laws when they are oppressed. Citizenship can be considered as the roles that the citizen plays within the norms, rules, and laws in a society. It is widely known to professionals in the field of education that citizenship education gives children the wisdom,

proficiency, and competence to recognize, challenge and collaborate with the key elements of our democracy: politics, the economy, and the of course, the law.

“The aim of social studies is the promotion of civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life. Civic competence rests on this commitment to democratic values, and requires the abilities to use knowledge about one’s community, nation, and world; apply inquiry processes; and employ skills of data collection and analysis, collaboration, decision-making, and problem-solving” (NCSS Introduction, 2017). In order to improve our way of life, people must possess knowledge, skill, and commitment to democracy while being active members of our global community. To facilitate this, the NCSS curriculum standards provide ten themes that serve as a way to formulate knowledge about the human experience in the world.

The ten themes are:

1. Culture
2. Time, continuity, and change
3. People, places, and environments
4. Individual development and identity
5. Individuals, groups, and institutions
6. Power, authority, and governances
7. Production, distribution, and consumption
8. Science, technology, and society
9. Global connections
10. Civic ideals and practices

As a result of the NCSS curriculum, the intentions for these themes describe purposes, knowledge, and intellectual processes that students should exhibit in student products (NCSS, 2017).

John Dewey and Progressive Education

One of the most vitalizing and dominant thinkers in American education was John Dewey (1859-1952). His philosophy of pragmatism was central to the progressive education movement, which emphasizes the need to learn by doing. Progressive education is a vital part of a successful democracy because it encourages citizens to think for themselves. Dewey believed that there was a direct link between education and social action in a democracy and that school should provide young learners with the foundation they need to make meaningful contributions to our society.

John Dewey's research on Progressive Education grounds its work under the premise that the goal of education should be oriented around preparing learners to be engaged and active participants in all facets of democratic life. The skills needed for this include but are not limited to: "the ability to think critically, a sense of efficacy, a commitment to compassionate action, and a desire to actively participate in political life by engaging in local decision-making processes, lobbying, voting, etc., as well as the basic need to be able to read, write and do arithmetic." (Koliba, 2000, p. 2).

Dewey declared that the key ethical imperative in education was democracy. Every school must become "an embryonic community life, active with types of occupations that reflect the life of the larger society and permeated throughout with the spirit of art, history and science. When the school introduces and trains each child of society into membership within such a little community, saturating him with the spirit of service, and providing him with instruments of effective self-direction, we shall have the deepest and best guarantee of a larger society which is worthy, lovely and harmonious" (Dewey, 1915, p. 27). Paralleling the framework of John Dewey, this unit of instruction is intended to create a learning community that gives students

real-life experiences, tasks, and challenges which will in turn, foster their capacity to contribute to a much larger society.

James Banks on Multicultural Education and Social Justice

American educator James Banks is highly respected and noticed as one of the pioneers of multicultural education in modern day. His extensive contributions and groundbreaking work has helped shape social studies, social justice, multicultural education, and citizenship education to what it is today. According to Banks, “The national focus of basic skills and testing is diverting attention from the broad liberal education that students need to live and function effectively in a multicultural nation and world” (Banks, 1989, p. 5). It’s not only necessary for students to possess basic literacy and numeric skills but it’s also essential that they have the knowledge and values that will grant them ease to live, interact, and make decisions with people from across the globe. Teaching social justice issues is widely important because of the day and night crisis that the world face. An education that instills knowledge and skills that teach students how to be more reflective, moral, caring, and active citizens in todays society is one that will thrive (Banks, 2008).

Resistance to multicultural education can be minimized if the “irrelevance- of- content” argument can be suppressed (Banks, 2004). Math and science teachers often state that regardless of the culture of the student body, multicultural education has nothing to do with their subjects. Banks (2004) captures five important dimensions of multicultural education that practicing educators of all subject matters should use.

They are...

1. Content integration: Teachers using examples and content from an array of cultures to demonstrate key concepts, generalizations, theories, and principals in that specific subject area.

2. The knowledge construction process: Teachers help students investigate, understand, and determine how the implicit cultural beliefs, framework, viewpoints, and biases within a subject area impact the ways in which knowledge is constructed within it (Banks, 1996).
3. Prejudice reduction: How teaching methods and materials used can modify the characteristics of students racial attitudes.
4. An equity pedagogy: Teachers modify their instruction to promote the academic achievement of students from diverse racial, gender, cultural, and social- class groups.
5. An empowering school culture and social structure: Creating a school culture that empowers students from diverse racial, ethnic, gender, and social-class groups by examining grouping and labeling practices, sports participations, disproportionality in achievement, and the interactions of the staff and students across ethnic and racial lines.

Regardless of anything (gender, race, religion, language, social class, ect.), all students should experience educational equality. Multicultural education is a reform movement designed to bring about a transformation in schools so that all students have an equal shot at success.

Lawrence Kohlberg and Hidden Curriculum

Lawrence Kohlberg, was an educator and psychologist renowned for his research and studies in moral development. His approach was such that through the resolution of ethical conflicts or dilemmas, the learner would undergo an educational process that will lead to the next moral stage (Yuksel, 2005). Kohlberg was the first researcher to focus on hidden curriculum and his perspective of it was the nucleus of his thoughts on and application of moral education. He concluded that more often than not, learners obtain knowledge through their moral surrounding (hidden curriculum) rather than through text books (formal curriculum) (Colby & Kohlberg, 1987). There is an official “formal” curriculum associated with educational programs in schools that consists of the objectives and activities that students are meant to obtain. On the contrary, there is another “hidden” curriculum that is not written however contains the physical and

psychological environment where values are learned, social relationships blossom, and moral maturation is directed. This mindset is similar to John Dewey's perspective of progressive education.

Jean Piaget on Constructivism

Jean Piaget (1896-1980) is an eminent figure in the development of constructivist theories. He believed that a constructivist classroom must provide an array of activities to challenge students to accept individual differences, boost their readiness to learn, discover new ideas, and construct their own knowledge. As referenced in the above study, constructivism withholds a prominent factor especially for the youngest of learners.

Piaget explored four sequential stages of the cognitive development of children and addresses the sentiment that teachers should be cognizant of these stages. The stages are Sensory-motor Stage (before two years old), Preoperational Stage (two to seven years old), Concrete Operational Stage (seven to eleven years old), and the Formal Operational Stage (after eleven years old). According to Piaget, in order to provide an optimal learning environment and experience, learners should construct knowledge that is meaningful to them. By broadening the horizons of students' perceptions toward other cultures, we are constructing knowledge that is diverse, ethical, and meaningful.

Lev Vygotsky's Zone of Proximal Development

Theorist Lev Vygotsky's work in social and cognitive development has become widely known and referred to in the past several decades by professionals across the board. Vygotsky stated that, "learning is a necessary and universal aspect of the process of developing culturally organized, specifically human psychological function" (Vygotsky, 1978, p. #). He preaches that for learning to occur, the learner must first make contact with the social environment on a

personal level and then internalize the experience. These internalized experiences set the foundation to construct new ideas.

The difference between what a learner can achieve independently and what a learner can achieve with scaffolding and encouragement is known as the Zone of Proximal Development (ZPD). Vygotsky states that the ZPD is where the most sensitive guidance should be given and if done so properly, it can support children toward developing higher mental functions. Furthermore, he recommends that teachers make the most of cooperative learning exercises where all children can benefit from one another. If teachers can support children toward developing higher mental functions while integrating a culturally rich pedagogy, then students will experience positive learning outcomes where their culture and home languages are recognized as essential learning elements and valued in an academic setting.

As a result of global immigration, today's classrooms are immersed with micro-cultures. These classrooms should provide an interface where students from various backgrounds have the opportunity to share in a place where the teacher embraces and celebrates individual differences, fosters the development of positive self-concepts, provides relevant and meaningful learning experiences, and insists on high expectations for everyone all while maintaining focus and instruction in the ZPD.

Readiness Skills

A study conducted by Soltero-Ruiz (2013) examined the perceptions of kindergarten teachers regarding the readiness skills necessary for academic and social success for students entering kindergarten. This study used a quantitative survey to interview 30 public school teachers, six of whom also participated in a qualitative interview following the survey. Through the results of this study, it can be noted that out of five primary readiness skills: social skills,

literacy skills, academic skills, behavioral skills, and social-emotional skills, 14/30 teachers ranked behavioral skills as being the most important skill for entering kindergarteners followed by social and literacy skills tied with five votes each, social-emotional skills with four votes, and academic skills with only one vote as being the most important skill. One teacher opted to write her own response of, “examining student self-portrait” as the most important readiness skill for incoming kindergarteners. Without manners and good moral behavior, how is a teacher supposed to teach? Children learn how to behave as moral citizens before they learn about academics. Once behavioral skills are in place, students will be ready to learn!

The theoretical foundation for this project can be used as a reference in relation to the significance of educators building on the skills taught prior to kindergarten. It also heightens teachers’ awareness of how to help students become successful and competent in meeting the kindergarten standards. The theoretical foundation of this study is based on constructivism because this paradigm is about how students construct knowledge. It is about what students are learning and how they are experiencing new situations in order to learn. It uses social constructivism by applying to the research purpose of developing an understanding of the perceptions that kindergarten teachers have about readiness skills.

A Study on Moral Values

A study conducted by Al-Somadi (2012) purposed that an enriching children’s literature program would have a positive effect toward developing moral values for children at the kindergarten stage. This study was performed at a Jordanian educational system where the participants were selected from two private kindergarten classrooms. The control group was represented by one kindergarten classroom consisting of 30 students while the experimental group was represented by another kindergarten classroom consisting of 31 students. The control

group was taught solely by the regular literacy program currently implemented in the classroom while the experimental group was taught with the enriching literacy program focusing on picture storybooks in children's literature.

An observational checklist was reviewed by a panel of experts and designed to measure the development of moral values for kindergarten students. This checklist was administered as a pre-test to both the control and experimental groups. The analysis was operated over a 15-week period where each week the experimental group was introduced to two new stories. At the end of the 15 weeks, the observational checklist was re-administered to both groups to measure children's development of values by the teachers in both groups. The checklist was then analyzed using the Statistical Package for Social Studies (SPSS) and results and conclusions were drawn.

The results revealed that in the post-test, the mean of the experimental group was 2.67 and the standard deviation was .475 while the mean of the control group was 1.40 with a standard deviation of .471. With reference to these results, it is shown that there were differences in the mean scores between both groups acknowledging the experimental group, which was in relation to the development of moral values for students. It has been acknowledged that by mentoring children to analyze and distinguish the moral values in a story, they will indirectly learn the moral lesson. This can awaken mental stimulation and help children recognize ethical dilemmas in real life situations (Al-Somadi, 2012).

Character Education and Character Development

Character education describes curriculum specifically developed to guide children in recognizing essential traits needed to build good character. The efforts of character education are presented to develop noble character and cultivate core virtues that are worthy for the individual

and society as a whole. A strong way that children can learn about good character is through the pages of children's literature. This study utilizes children's literature by means to introduce and implement good character development in the classroom. Experts in the field of character development strongly encourage enforcing a character education curriculum in the elementary and middle school years which includes the aforementioned traits to help students become responsible, respectful, contributing members of our society (Almerico, 2014).

The many benefits of character education are multifaceted and go beyond the apparent outcomes of being a moral citizen. Educational researcher Ryan (1999) found that with careful and calculated planning, instruction in character development helped students improve both their academic achievement and communication skills. This in turn promoted a more confident and independent human. Although character education has many benefits, the one significant challenge that teachers face is procuring the necessary curriculum materials and background to teach it.

This is a real shame because character education is at the foundation of all other core subjects and possessing a strong character will help children develop skills to make ethically moral decisions in all facets of life. The future of our earth depends on the character of its youth and how they will manifest themselves to become adult citizens. Intelligent, effective, and comprehensive character education will significantly contribute to the optimistic future our earth needs (Vessels, 1996).

Building of Good Character

To be able to make ethical decisions is the underlying goal of character education. This type of education can be defined as a strategic instruction that promotes social and personal responsibility in children and helps in the development of good character traits and moral virtue

(Vessels & Boyde, 1996). In today's environment, becoming a leader who will influence others in an ethical and socially responsible fashion is ultimately what a strong upbringing of character education will grant. Successful nations since the time of Plato have made moral and civic education a deliberate part of curriculum and we should learn from the achievements of these nations. This type of teaching is much more likely to succeed when it is well designed, when it relies upon research-based principles and a meaningful conceptual framework, and when it is fully and accurately implemented which will be activated through this unit of instruction.

Brown (2008) conducted a qualitative research study that examined how public school administrators and teachers perceive their role in teaching character education compared to administrators and teachers in Catholic Schools. After interviewing 76 professionals using questionnaires consisting of open-ended questions, she found that professionals in both public and Catholic schools realize the importance of character education but those in Catholic schools view it as a vital component in educating the whole child. Those in public schools reported that they do use character building during teaching but because of the emphasis of test scores, this type of education is minimal. Respondents agree that the building of character begins in the home and voiced their concern that a lack of parental involvement in the school will minimize some behaviors of the students.

Multiculturalism and its Connection to Multiculturalism Education

The United States of America is made up of various cultures, religions, and ethnic groups thus making it diverse and multicultural. Racial disparities are an issue Americans face however with a rapidly growing technology base, the understanding, appreciation, tolerance, and respect for each other's cultures is being lit up in a way like never before and imperative for us to live

peacefully as global citizens (Wan, 2006). Educational programs with multicultural components are critical in enhancing students' awareness of diversity.

This research project implements the use of culturally rich literature. Through children's literature, students' are able to deeper comprehend the notion that we are all human beings, and people from different cultures are more similar than they are different. Incorporating this type of education into teacher education programs is an effort to address the concerns associated with this growth in diversity. The National Association for Multicultural Education (NAME) promotes six goals:

1. To respect and appreciate cultural diversity
2. To promote the understanding of unique cultural and ethnic heritage
3. To promote the development of culturally responsible and responsive curricula
4. To facilitate acquisition of the attitudes, skills, and knowledge to function in various cultures
5. To eliminate racism and discrimination in society
6. To achieve social, political, economic, and educational equity (NAME 2013)

Kindergarten teachers can enlighten positive attitudes toward diversity by promoting all of the cultures associated with their classroom. Picture books especially carry children to new places where they can experience worlds uncommon to their own, see the challenges that others face and overcome, and the feelings associated with struggle and joy.

Multicultural Literature and Diverse Perspectives

Nowadays, one in five students in a classroom has a first language that is other than English (Aud et al., 2011). Current day teachers are challenged to reach all students in today's mobile society and are constantly having to address a handful of concerns related to diversity every day. Between 1980 and 2009, the number of students who speak a language other than English at home increased from 4.7 to 11.2 million (Aud et al., 2011). Furthermore, Sampson

and Collings (2012) reported that the number of English language learners (ELLs) increased by 51% between the 1997–1998 and 2008–2009 academic years and California is the most diverse state with 6.3 million students or 28% of the student body being ELL's. The International Reading Association *Standards for Reading Professionals* advise literacy educators to “create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society” (p. 40). By transforming the curriculum to incorporate more multicultural education, societal, cultural, and religions issues can be addressed and diverse perspectives can be promoted (Banks, 2010). Helping students become global citizens, establish a broader perspective, decrease negative stereotypes, and increase awareness and appreciation are lifelong benefits branching from an environment supporting multicultural literature.

Yuko Iwai (2010) clearly maps out five tips for using multicultural literature in the classroom. They are:

1. Model positive attitudes toward diversity
 - Teachers need to understand the differences between each student
 - Treat all students fairly without biases and stereotyping.
 - Respect all students
2. Select high quality multicultural children's books with:
 - Illustrations that accurately reflect culture, story, people, and events.
 - Authentic dialogue
 - Descriptions of authentic culture
 - Portrayal of all people, both minority and majority, as individuals
 - No stereotyping or tokenism
 - Variety of genres

3. Use multicultural children's books across the curriculum. Some recommended approaches include:
 - Storyboards: Students select important events from the story and illustrate the sequence of those events in graphic organizers.
 - Interactive writing: Students write their thoughts and reflections about the topic or story by interacting with their teacher and peers.
 - Double entry journals: Students write quotes from the story in the left column and reflections on the quotes in the right column.
 - Sketch to stretch: Students draw sketches that illustrate important messages and ideas from the story, and share their drawings that reflect what the story meant to them.
 - Open mind portraits: Students illustrate a character's face from a story and write the character's feelings and thoughts.
4. Partner with the community
 - Invite guest speakers
 - Food fair to celebrate different cultures with traditional food and dress
5. Plan effective instruction
 - Set a purpose
 - Ask applicable meaningful questions that prompt critical thinking and develop diversity awareness. Some questions could be:
 - “How would you react if you were a character in this story?”
 - Why?”
 - “How would you compare a character's life to yours?”
 - Are they different or similar? How?”
 - “Are there any real social issues or historical events that are similar to a social issue or a historical event a character faced and dealt with in the story?”

Multicultural Literature

One way to bring moral citizenship, social studies content, social justice, character education, and multiculturalism to the classroom is to integrate it with high-quality, content-rich children's literature. As these concepts are taught within the context of literature, students discover traits such as respect, honesty, kindness, and courage and through this establish, mold, and reinforce dispositions crucial for instilling core ethical values amongst young learners. The research project has been designed to bring all of these concepts to the surface through the use of multicultural literature.

Almerico (2014) administered a study that integrated the teaching of moral citizenship with research-based literacy instruction through children's literature. After becoming well researched in the field of character development and education in the elementary school setting, Almerico (2014) had a panel of twenty experts in character education rank the most essential character traits to include in literacy-based character development curriculum. These traits, beginning with the most significant include: (1) caring, compassion, kindness, and empathy, (2) citizenship, (3) courage, (4) fairness, (5) honesty and trustworthiness, (6) integrity, (7) leadership, (8) perseverance in establishing and attaining goals, (9) respect, (10) responsibility, and (11) team work and cooperation. These character traits speak a universal language and are appreciated and emphasized by people from all walks of life through religious and cultural beliefs as well.

A study conducted by Mathis (2001) on the significant roles of teachers of multicultural literature and ways to motivate critical thinking, literature discussion, and reading in the classroom, showed that these factors are all optimized by exploring authentic multicultural works in the classroom. Furthermore, Bishop et al (1994) explained how expanding the curriculum to

include diverse literature could combat intolerance and foster a sense of inclusion for students'. Students must feel comfortable in their surroundings in order to open up and flourish.

As this research project emphasizes, it is important to be aware that although a text may lend itself to a storyline that centers upon race, gender, or difference, it will ultimately be the way the text is taught that truly enables students to connect to it in a genuinely multicultural way. Furthermore, the atmosphere of the classroom should lend itself in an open and welcoming manner where students feel comfortable enough to bring their experiences and perspectives forward as it relates to any text they encounter in school (Morrell & Morrell, 2012). Before understanding others, children must first understand themselves. Rich and diverse literature can serve as a mirror into our own lives by relating to characters in stories that share similar experiences, fears, and joys. Children can encounter many different viewpoints through multicultural literature. By placing themselves in the shoes of others, children gain a greater appreciation of their own personal journey through life as well as the unique lives of others.

Chapter 3

Purpose and Goals

The analysis of the existing literature asserts that weaving multicultural storybooks into the curriculum teaches children about diversity, helps them understand why cultures behave and believe in certain things, and also enhances student self-esteem. Theorists Jean Piaget, Lawrence Kohlberg, Lev Vygotsky, and John Dewey all have philosophies that are backed with research that second the value of character education, readiness skills, citizenship, and moral values for young learners. Therefore, intertwining multicultural literature into a kindergartener's curriculum is one way to guide the "whole" learner into becoming a reasonable thinker, decision maker, and

moral citizen in today's constantly shifting and emerging society.

A strong need to incorporate multicultural literature in the lessons of kindergarteners stems from the ability of such literature to enhance moral citizenship. Thus, the purpose of this project is to examine the impact that multicultural literature has on enhancing moral citizenship in kindergarteners as defined by embodying good character, social justice, and making ethical decisions. As highlighted in the literature review, the teachings and theoretical framework of prominent educators and researchers shape the way teachers direct instruction and should not be overlooked. Character education promotes moral citizenship in learners so consequently the main purpose of the unit of instruction is to develop morality, sense of community, sense of national belonging, patriotism, and respect to other cultures in kindergarten students.

Goals

The goals of the unit are set up according to the topic and the purpose of the unit. There are several goals that should be reached after completing the unit, such as practical, educational, developmental, and affective. Even though it is of a special difficulty to reach all these aims at a time within one lesson, the thorough lesson planning allows targeting at all abovementioned aims.

Developmental goals are present throughout the unit as well, since every lesson is aimed at developing particular characteristics in learners. To be more specific, the unit aims at developing the qualities which were defined as essential by Almerico (2014) in the article "Building Character Through Literacy with Children's Literature". These characteristics are the following: caring, compassion, kindness, empathy, citizenship, courage, fairness, honesty, trustworthiness, integrity, leadership, perseverance in establishing and attaining goals, respect,

responsibility, team work, and cooperation. Additionally, the unit teaches such characteristics as, loyalty, humility, forgiveness, authenticity, generosity, politeness, lovingness, optimism, reliability, conscientiousness, and self-discipline. All of these qualities and characteristics are defined, explained, and exemplified throughout the lesson-plan unit with the relevant examples from multicultural literature.

Educational goals are reached by giving definitions to the concepts and notions that appear in each lesson. What is more, every lesson, even though aimed at development of character traits, contains some practical aims. In the school environment, practical goals are the most important of all goals because all goals are realized through the practical one. However, in the kindergarten environment, practical goals have a smaller importance. A comparatively smaller role of practical goals in kindergarten should not be a reason to exclude this type of lesson goals from curriculum and lesson plans. Indeed, kindergarten should be a transition from parental guidance to studying officially approved disciplines. Therefore the unit focuses on practical goals as well.

In particular, during every lesson, the kindergartners learn four types of competence, such as speech competence, linguistic competence, socio-linguistic competence, and strategical competence. Speech competence is realized through reading, listening, spelling, and speaking. This type of competence is tightly intertwined with linguistic competence, which is gained through developing phonetic, grammatical, vocabulary, and lexical sub-skills. Specifically, reading texts aloud, listening to audio recordings, watching videos, learning new words, speaking activities, group projects, and so on can improve speech and linguistic competences in kindergartners. Socio-linguistic competence deals with understanding how culture affects behavior and language. This particular competence is one of the main focuses of the unit.

Finally, strategic competence can be enhanced in kindergarteners through learning which actions are considered applicable and non-applicable for good citizens who keep to moral and legal laws, who respect the authenticity of their culture, and respect other cultures. Reading multicultural literature on citizenship-related topics is the main way in which strategic competence will be developed in this unit.

The underlying goal granted from a successful completion of this eight-day unit, is that culturally diverse perspectives will promote good character in kindergarten students.

Unit Composition

The unit of instruction consists of eight lessons, united by the common topic – the personal traits which are necessary for good citizens and good character. Even though the focal point of every lesson is a different trait, uses different lesson structures, and incorporates various activities, all lessons aim to help the learners build good character, influence them to become good citizens, and to develop respect for other cultures.

Lesson one of the unit is an introduction to the unit. The lesson teaches morality, honesty and unpretentiousness. Therefore, the topic of the lesson is expressed in the proverb, which reflects the main idea of the lesson, “Being honest never hurts anyone, being a liar hurts only you”. The objective of the lesson is to enhance moral citizenship in the children through reading a Chinese short story for children. The learners perceive the text through audio channel, but other activities are developed so that visual channel of perception also plays a substantial role in the lesson. The lesson is based on reading the short story, *Chicken Feed*, which belongs to Chinese folklore. Using the story of Chinese origin helps students discover the cultural heritage of the country, awaken their inner cultural diversity, and analyze the qualities important for citizens

from the point of view of another culture.

The second lesson has the topic “Treat others the way that you would like to be treated.” The lesson focuses on the good character traits of being caring and compassionate, and exuding kindness, and empathy to all. This lesson uses a folklore from England to guide the good character discussion and incorporates an individual work “I am” activity where students will write a sentence that reads “I am...kind, honest, nice, empathetic, compassionate, forgiving, friendly...” and accompany it with an illustration. Additionally, this lesson unites the class as a whole where students gather around in a “compliment circle” and take turns offering kindness to their peers. This lesson develops students’ inner confidence because telling someone something kind as well as hearing something kind being told about you grants you an uplifting feeling inside that will make you want to continue to spread kindness all around.

In the third lesson, the children become familiar with the concepts of laziness, hard work, diligence, and industriousness. The lesson aims at promoting activity to the learners through reading the story *The Lazy Townspeople* which belongs to the heritage of Western Africa. This lesson increases students’ language proficiency by asking them to predict the content of the text by looking at visuals and then creating imaginative short stories to share with the class. Additionally, the students are asked to write a few sentences describing a time in their lives when they were diligent, active, industrious, and hard working. This activity is meant to facilitate and expand their written language using nonsense words, word-wall words, and academic vocabulary accompanied with proper grammar and punctuation.

Lesson four uses a Nigerian folktale called *Why the Sky is Far Away* to help promote conservation and environmental awareness. Besides retelling and discussion of the short story, the lesson incorporates group work, in which the students are to create a poster that features one

thoughtful way in which they can help reduce waste or help save the environment. This activity facilitates collaboration between the learners and develops socialization and team work.

Since the students are now well-versed in folktales, lesson five brings everything together for a fun folktale scavenger hunt. It's not easy getting the entire class to work together, but that is the only way in which this scavenger hunt will prevail. One final clue has each student reciting a "good character trait" from the word-wall, board, or one they can think of on their own, with an original definition to follow. The prize will be granted once each student defines a word. This lesson backs theorist Lev Vygotsky's Social Development Theory that states how cognitive development branches off from social interactions through guided learning within the zone of proximal development (McLeod, 2014). Thus, cooperative learning exercises are an effective way of developing skills and strategies for all levels of learners.

Lessons six, seven, and eight shift from focusing on good character (as emphasized in lessons one through five) to focusing on moral citizenship. Lesson six begins with a whole group read-aloud and page-by-page collaborative discussion of the story *We the Kids: The Preamble to the Constitution of the United States* written by David Catrow. Students will be broken up into groups to create short skits highlighting one sentence from the story. Each sentence has something to do with the responsibilities of being a moral citizen. The goal here is for students to use their best actors' etiquette, brightest imagination, and most harmonious teamwork in order to complete these tasks.

Lesson seven targets moral citizenship by having students revisit the story, *We the Kids: The Preamble to the Constitution of the United States*. Their task is to write down one of the domain-specific words they have been learning such as freedom, justice, or tranquility and draw

a picture of it on the back of the paper. Students will then have to show the class their drawing and through acting or verbal clues (without saying the word), the class will have to guess what word it is. This activity uses higher order cognition by allowing students to ask and answer educated questions and make meaningful connections.

To conclude this unit with something fun, lesson eight is a craft where students create a bald eagle hand puppet. Prior to this, a discussion on national symbols will take place and a “Brain Pop Junior National symbol video” will be shown. It is beneficial to incorporate a variety of neurodevelopmental constructs in each lesson because no two learners learn things the same way. Arts and crafts are a great way to combine subject areas, in this case it’s social studies with an artistic flair.

8-Day Unit Block Plan

DAYS	Type of Literature	Literature Title and Author	Focused Character Trait	Activities
DAY 1	Chinese Folktale	<i>Chicken Feed</i>	Morality, tolerance, and the characteristics that make a good citizen	Group reading and discussion, writing complete sentences with small group, and reciting sentences in front of the class with group
DAY 2	English Folktale	<i>Toms Voice</i>	Treat others the way they you would like to be treated	Group reading and discussion, whole group compliment circle, friends vs. bullies chart, individual “I am” sentence writing
DAY 3	Western African Story	<i>The Lazy Townspeople</i>	Laziness vs. diligence and hard work	Group reading and discussion, small group brainstorming and short stories, individual paragraph writing
DAY 4	Nigerian Folktale	<i>Why the Sky is Far Away</i> By, Mary-Joan Gerson	What is greed? Reducing waste and saving the environment	Group reading and discussion, reduce/ reuse/ recycle chart, small group brainstorming and poster making, group presentations in front of class
DAY 5	Folktale	Teacher made scavenger hunt	Friendship, judgement, and kindness	Folktales chart, whole group scavenger hunt around the class, “good trait” word meanings, discussion on feelings
DAY 6	American Literature, Citizenship	<i>We the Kids: The Preamble to the Constitution of the United States.</i> By, David Cutrow	Defining moral citizenship	Group reading and discussion, What is the Constitution? What are rules? Group skits, preamble related vocabulary review
DAY 7	American Literature, Citizenship	<i>We the Kids: The Preamble to the Constitution of the United States</i>	Moral citizenship concepts	Group discussion on story, review of preamble related concept and vocabulary words, word writing and illustrations, guessing game
DAY 8	American Literature, Citizenship	<i>Brain Pop Jr. video on National Symbols</i>	National Symbols	Interactive discussion on national symbols, brainstorming, Brain Pop National Symbol video, symbols chart, bald eagle puppet

Chapter 4: Eight-Day Lesson Plan Unit:

Lesson 1

Candidate Jackie Brady	Date Fall, 2017	Grade K	Students will use these language arts: <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Writing
Subject Area/s & Topic Language Arts, Social Studies, Reading, Writing, Art	<input type="checkbox"/> Single-day lesson <input checked="" type="checkbox"/> Multi-day lesson		<input checked="" type="checkbox"/> Whole-class lesson <input type="checkbox"/> Small-group lesson
English Language Development levels of students in the class or group: <input checked="" type="checkbox"/> Emerging level of English proficiency <input checked="" type="checkbox"/> Expanding level of English proficiency <input checked="" type="checkbox"/> Bridging level of English proficiency <input type="checkbox"/> English-Only <input type="checkbox"/> IFEP (Initially Fluent English Proficient) <input type="checkbox"/> RFEP (Redesignated Fluent English Proficient)		Are there any struggling readers in the class? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
		<input checked="" type="checkbox"/> Formal assessment/s or rubric/s included <input type="checkbox"/> Informal assessment/s included	
		Name of instructional model: <input checked="" type="checkbox"/> Explicit instruction (with engaged practice) <input type="checkbox"/> Inquiry or problem-based lesson <input type="checkbox"/> Interdisciplinary teaching	

Lesson objective/s:

The learners will actively listen to a short Chinese Folktale tale and in groups discuss and write down the following sentence frames and fill in their answers in complete sentences:

- For me, (Morality/Honesty/ Unpretentiousness/Tolerance) means....
- A good citizen should be ..., because ...

Each student will then recite their sentences to the class.

California common core or content standard/s:

RL-K: 1. With prompting and support, ask and answer questions about key details in a text.

RL-K: 3. With prompting and support, identify characters, settings, and major events in a story.

RL-K: 4. Ask and answer questions about unknown words in a text.

RL-K: 10. Actively engage in group reading activities with purpose and understanding.

1. Activate prior knowledge related to the information and events in texts.
2. Use illustrations and context to make predictions about text.

W-K: 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

SL-K: 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL-K: 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL-K: 6. Speak audibly and express thoughts, feelings, and ideas clearly.

History-Social Science Content Standards for California Public Schools:

K.1 Students understand that being a good citizen involves acting in certain ways.

1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folktale.

Visual and Performing Arts Content Standards for California Public Schools:

2.0 Creative Expression:

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

2.2 Demonstrate beginning skill in the use of materials (such as pencils, paints, crayons, clay) to create works of art.

Lesson language objective/s for English learners:

- English learners with emerging (beginning) English proficiency will ask and answer questions about key details in a text. By the end of the lesson the learners should understand the meaning of the words morality, honesty and unpretentiousness.
- English learners with expanding (intermediate) English proficiency will use prompting and support to retell the story, including key details. As a result of this lesson, the learners will demonstrate understanding of the story by and be able to explain how the concepts of honesty and unpretentiousness incorporated in the story.
- English learners with bridging (advanced) English proficiency will identify major events, characters, and settings in the story. Students should be able to produce authentic examples that demonstrate honesty and unpretentiousness in the behavior of decent citizens.

California English language development (ELD) standard/s:

<u>A: Collaborative:</u> <u>EMERGING</u>	<u>EXPANDING</u>	<u>BRIDGING</u>
<i>1. Exchanging information and ideas</i> Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions	<i>1. Exchanging information and ideas</i> Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	<i>1. Exchanging information and ideas</i> Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering

and responding using gestures, words, and simple phrases.		questions.
<p><i>2. Interacting via written English</i></p> <p>Collaborate with the teacher and peers on joint composing projects of short informational and literary texts that include minimal writing (labeling with a few words), using technology, where appropriate, for publishing, graphics, and the like.</p>	<p><i>2. Interacting via written English</i></p> <p>Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include some writing (e.g., short sentences), using technology, where appropriate, for publishing, graphics, and the like.</p>	
<p><i>3. Offering opinions</i></p> <p>Offer opinions and ideas in conversations using a small set of learned phrases (e.g., <i>I think X</i>), as well as open responses.</p>	<p><i>3. Offering opinions</i></p> <p>Offer opinions in conversations using an expanded set of learned phrases (e.g., <i>I think/don't think X. I agree with X</i>), as well as open responses, in order to gain and/or hold the floor.</p>	<p><i>3. Offering opinions</i></p> <p>Offer opinions in conversations using an expanded set of learned phrases (e.g., <i>I think/don't think X. I agree with X, but . . .</i>), as well as open responses, in order to gain and/or hold the floor or add information to an idea.</p>
<p><u>B: Interpretive</u> <i>5. Listening actively</i></p> <p>Demonstrate active listening to read-alouds and oral presentations by asking and answering <i>yes-no</i> and <i>wh</i>-questions with oral sentence frames and substantial prompting and support.</p>	<p><i>5. Listening actively</i></p> <p>Demonstrate active listening to read-alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.</p>	<p><i>5. Listening actively</i></p> <p>Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.</p>
<p><u>C: PRODUCTIVE</u></p> <p><i>11. Supporting opinions</i></p> <p>Offer opinions and provide good reasons (e.g., <i>My favorite book is X because X.</i>) referring to the text or to relevant back- ground knowledge.</p>	<p><i>11. Supporting opinions</i></p> <p>Offer opinions and provide good reasons and some textual evidence or relevant back- ground knowledge (e.g., paraphrased examples from text or knowledge of content).</p>	<p><i>11. Supporting opinions</i></p> <p>Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).</p>

Materials:

- Chicken Feed*, Chinese folktale) found online at <http://www.goodkids.in/chicken-feed/>
- Paper, crayons, markers, pencils
- White board or chart paper with multi-colored dry-eraser markers
- Pictures of Chinese markets
- Visuals for the unit word wall that are related to such words as honesty and unpretentiousness

Classroom Management Strategies, Room Arrangements, and/or Student Grouping Plan:

- Students will be seated on the rug in their pre-arranged spots for the whole group reading. When it is time for group work, the class will be split up into four groups making sure that each group has a combination of emerging, expanding, and bridging students.

- In order to get and keep students attention, positive reinforcement will be given to those who are acting as model citizens. (Hearts, teddy bears, tiger awards, their name up on the board with a smiley face...)
- If students cannot seem to behave they will get an initial warning and their name will appear on the board with a check mark. This reminds those individual students that they have already been warned once. If students continue to cause a disturbance in the classroom even after a warning, they will be asked to go sit at their desk and return to the group when they feel they are ready to be non-disruptive active listeners.

Supports, accommodations, and/or modifications for specific students or groups:

English learners: Depending on the students’ needs, different level questions may be asked to different level students. English learners will respond with simple words and phrases and/or in complete sentences. During group work, students learning English will be grouped with English speakers in order to get a better understanding of the topic and task at hand from a student’s point of view.

Struggling readers: Students struggling with reading will have an audial perception of the text as well as numerous visuals to illustrate the words to learn and to support the text being analyzed.

High-achieving students: More will be expected from higher-level (bridging) students in terms of questions asked, inferences made, making connections with prior knowledge, and overall responses. These students possess higher-level thinking processes than emerging and expanding students. Early finishers will be encouraged to read silently or work on something from their “free time folder.”

Students with attention problems or hyperactivity/impulsivity: Collaboratively working in small groups is excellent for students with attention problems as they will feel like they have something to do at all times to contribute to their group.

Students with IEPs or 504 plans: In order to support these children, the teacher provides coordinated technical assistance and ensures that no individual is left behind participation in class activities. Furthermore, these students may have a buddy within their group to help guide them and make them feel valued and welcome.

Domain-specific vocabulary words that will be explicitly taught and practiced: Morality, Honesty, Unpretentiousness, Tolerance

Note: These words are not mentioned in the reading, but they are necessary for class discussion, which is why they should be discussed during the lesson.

Academic language (including phrases or sentence frames) that will be explicitly taught and practiced:

- For me, (Morality/Honesty/ Unpretentiousness/Tolerance) means....
- A good citizen should be ..., because ...

- Magistrate, poultry, peasant, carelessness, judgement, cowed
- Folktale, Setting, Theme, Characters, Conflict, Morals, Citizenship, Good Character

Sequence of Lesson Procedures

Motivation/Introduction: (Five minutes)

The teacher invites the students to the rug for an exciting new reading. The teacher begins by showing the students a picture of a Chinese market and asks them if they know where this place is. Responses such as: “In Japan, in China, in the United States” are written on the board or on chart paper.

- Teacher: This market is in China. What do you know about China?
- Student: China is big, many people live there / China is old and beautiful.
- T: Which moral traits do you think are important for citizens while they are at the market? Let’s brainstorm
- S: To be witty, quick, active, friendly, polite...

The students enumerate the qualities and the teacher writes them on the board. The students answer on the board, but then discusses with the students whether all adjectives are applicable, encircles those ones which are the most appropriate and ensures that such words as honesty, unpretentiousness, and tolerance are present.

Transition to the body of the lesson. The teacher writes the words morality, honesty, unpretentiousness, and tolerance on a separate piece of chart paper.

Body of the Lesson: (45 minutes)

Directed Lesson: (30 minutes)

All about Folktales:

- What is a Folktale?
 - A folktale is a story that is passed down through generations by word of mouth. Storytellers recount folktales, adding their own personal touches to entertain listeners and to teach a moral or lesson. Myths, tall tales, legends, fables, and fairy tales are all folktales.
 - Setting: The setting is where the story takes place. It can be a place that exists or an imaginary place.
 - Characters and conflict: Characters in folktales can be people or talking animals who sometimes have exaggerated or magical abilities. The conflicts are usually everyday problems that regular people might have.
 - Style: The style of a folktale is informal and conversational.
 - Theme: The theme of a folktale, or the folktale's moral, is a lesson about human nature from which listeners or readers can learn.

The children listen to the teacher’s reading the Chinese folktale *Chicken Feed*.

During the reading, the learners ask the teacher about the words which they find unfamiliar. The students raise the hands when they find any difficulty with understanding any word. The teacher explains the unfamiliar words immediately and writes them on the blackboard. The whole activity should take about 15 minutes.

When the reading is over, the teacher has about 5 minutes to discuss the events in the story.

T: Whom do you think to be right in this situation?

T: When you face some situation like this then you need to rethink your action. Sometimes a decision made for your benefit can be harmful for you. The rules which the poultry owner set for his benefit appeared to work against him. An impudent poultry owner was exposed to a boomerang effect of his impudence when the magistrate asked him to give his sack of grain to the peasant. Thus, the moral of the story is that one should be honest and unpretentious. What is more, the story's moral can be expressed in a proverb, "do unto others as you would have them do unto you".

After the discussion is completed, the teacher asks the learners to draw the pictures to this story. The students have no more than 5 minutes to draw a picture. The teacher approaches every learner to ensure that everybody understands the task and that everyone is engaged in the process. This activity is referred to as Sketch to Sketch and implies that the pictures are drawn in order to illustrate important messages and ideas from the story.

T: Do you think the magistrate was right when he did so with the chicken owner? (yes, he was right; the magistrate is an honest person that wants to restore justice; No, what the magistrate did was not right because...)

T: Why did the magistrate tell the chicken owner to do so? (to teach the owner to show respect for other people; to teach the owner to be honest and unpretentious)

When everyone is over with the pictures, the teacher asks the learners to exchange their drawings that reflect what the story meant to them, which is also a part of the Sketch to Sketch task. The teacher asks the students to describe the drawings of their peers and comment on them. The length of the task is about 5 minutes.

T: What do you see at this drawing? Who is depicted here? Is this character good or bad in the story? What moment of the story does this drawing depict?

Group Work: (Eight minutes)

After the story analysis is over, the teacher divides the students in four groups, according to the concepts which are looked through during the lesson: Morality, Honesty, Unpretentiousness, and Tolerance. Groups will have 8 minutes to come up with a short one-to-two minute explanation of this terms with examples. The learners use the phrases, written on the chart paper with dry-eraser markers:

S: For me, (Morality/Honesty/ Unpretentiousness/Tolerance) means....

A good citizen should be ..., because ...

Group Presentations: (Seven minutes)

Groups do not chose a representative to report the results of the group work. Instead, everyone repeats the same statements that he or she has already presented in a small group.

The teacher comments on the work of the groups and gives more examples where applicable.

Closing: (Five minutes)

The teacher repeats the definition of the four words which were learned during the lesson and asks the learners to share one thing they either learned, one new word meaning, something they enjoyed, were excited about, would like to change for next time, or found interesting from the activity, reading, and lesson

Rubric

Evaluative Criteria Category	1- Below Expectations	2- Meets Expectations	3- Exceeds Expectations
Character sentence	Even with assistance from the teacher, student was unable to recite a meaningful sentence using the sentence frame “For me, (Morality/ Honesty/ Unpretentiousness/ Tolerance) means....”	With minimal assistance from the teacher, student was able to recite a meaningful sentence using the sentence frame “For me, (Morality/ Honesty/ Unpretentiousness/ Tolerance) means....”	With no assistance from the teacher, student was able to recite a meaningful sentence using the sentence frame “For me, (Morality/ Honesty/ Unpretentiousness/ Tolerance) means....”
Citizenship sentence	Even with assistance from the teacher, student was unable to recite a meaningful two-part sentence using the sentence frame, “A good citizen should be ... because ...”	With minimal assistance from the teacher, student was able to recite a meaningful two-part sentence using the sentence frame, “A good citizen should be ... because ...”	With no assistance from the teacher, student was able to recite a meaningful two-part sentence using the sentence frame, “A good citizen should be ... because ...”
Engagement and behavior during the reading	Student may have been a distraction to other students during the reading. A behavior related warning was addressed. Student showed little to no engagement or involvement	Student was well behaved during the reading however could have participated more by asking or answering questions and offering insight.	Student was attentive and well behaved during the reading. They were engaged, asked and answered meaningful questions and were a good role model to the other students
Group work/ Cooperation	Student was not able to act as an asset to their group. They may have been acting out and unable to cooperate with the other students	Student worked well with their group and was able to contribute to the conversation or sentence. Student may have been off task but with some redirection, they were able to focus on the task	Student showed excellent leadership in the group setting, was courteous and involving all members, and offered valuable discussion as well as helped with writing the sentence.
Sentence reading in front of the class	Student was unable to recite the sentence. With prompting and teachers help, student may or may not have been able to read the sentence.	Student was able to recite their sentence but may have been difficult to hear or may have needed minimal help from the teacher.	Student was able to recite their sentence with proper volume, clarity, confidence, and poise with no help from the teacher.
TOTAL: ___ / 15			
Notes:			

Attachment 1: Story: *Chicken Feed*

Duan Guangqinj was a Chinese magistrate who lived about a hundred years ago. He was famed for the fairness of his judgments.

One day while the magistrate was walking through a market he saw a crowd outside a poultry shop. On enquiring what the matter was he learnt that a peasant had accidentally dropped a heavy sack on a chicken, crushing it to death. The chicken was small, worth only about five coins, but the owner of the shop had caught the peasant by his throat and was demanding a hundred. His argument was that the chicken would have grown into a plump bird in another two years and then it would have fetched him the amount he was asking for.

Somebody recognized the magistrate, and everybody made way for him. "Judge our case, My Lord!" said the owner of the chicken, letting go of the peasant and bowing attentively to the magistrate. "This man, through his carelessness has caused the death of a chicken that would have fetched me a hundred coins in another two years!"

Fear had made the peasant's speech hard to understand. Nobody could understand what he was saying.

"The price put on the chicken is hundred coins," said the magistrate, to the peasant. "I advise you to pay."

There was a gasp from the crowd. Everybody had expected the magistrate to rule in the peasant's favor.

The owner of the chicken was overjoyed.

"They said you were fair in your judgments, My Lord," he said, rubbing his hands in glee, "now I can say there is no one fairer than you!"

"The Law is always fair," smiled the magistrate. "Tell me, how much grain does a chicken eat in a year?"

"About half a sack," said the poultry shop owner.

"So in two years the chicken that died would have eaten a whole sack of grain," said Duan Guangqinj. "Please give the sack of grain you've saved to this man."

The chicken owner turned pale. A sack of grain would cost more than hundred coins. Cowed by the boos of the crowd, he declared he would not take any money from the peasant, and retreated into the safety of his shop.

<http://www.goodkids.in/chicken-feed/>



By _____ Date _____



Visuals for the Reading





Lesson 2

Candidate Jackie Brady	Date Fall 2017	Grade K	Students will use these language arts: <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Writing
Subject Area/s & Topic Language Arts, Social Studies, Citizenship, Kindness	<input type="checkbox"/> Single-day lesson <input checked="" type="checkbox"/> Multi-day lesson		<input checked="" type="checkbox"/> Whole-class lesson <input type="checkbox"/> Small-group lesson
English Language Development levels of students in the class or group: <input checked="" type="checkbox"/> Emerging level of English proficiency <input checked="" type="checkbox"/> Expanding level of English proficiency <input checked="" type="checkbox"/> Bridging level of English proficiency <input type="checkbox"/> English-Only <input type="checkbox"/> IFEP (Initially Fluent English Proficient) <input type="checkbox"/> RFEP (Redesignated Fluent English Proficient)		Are there any struggling readers in the class? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
		<input checked="" type="checkbox"/> Formal assessment/s or rubric/s included <input type="checkbox"/> Informal assessment/s included	
		Name of instructional model: <input checked="" type="checkbox"/> Explicit instruction (with engaged practice) <input checked="" type="checkbox"/> Inquiry or problem-based lesson <input type="checkbox"/> Interdisciplinary teaching	

Lesson objective/s:

The learners will engage in a Folktale tale from England with the proverb, “Treat others the way that you would like to be treated,” and then express good character traits by means of complimenting one another.

California common core or content standard/s:

RL-K: 1. With prompting and support, ask and answer questions about key details in a text.

RL-K: 3. With prompting and support, identify characters, settings, and major events in a story.

RL-K: 4. Ask and answer questions about unknown words in a text.

RL-K: 10. Actively engage in group reading activities with purpose and understanding.

3. Activate prior knowledge related to the information and events in texts.
4. Use illustrations and context to make predictions about text.

RF-K: 1. Demonstrate understanding of the organization and basic features of print.

- a) Follow words from left to right, top to bottom, and page by page.
- b) Recognize that spoken words are represented in written language by specific sequences of letters.
- c) Understand that words are separated by spaces in print.
- d) Recognize and name all upper- and lowercase letters of the alphabet.

W-K: 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

SL-K: 1. Participate in collaborative conversations with diverse partners *about kindergarten topics and texts* with peers and adults in small and larger groups.

- a) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b) Continue a conversation through multiple exchanges.

SL-K: 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL-K: 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL-K: 6. Speak audibly and express thoughts, feelings, and ideas clearly.

L-K: 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

History-Social Science Content Standards for California Public Schools:

K.1 Students understand that being a good citizen involves acting in certain ways.

3. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
4. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
5. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.

Visual and Performing Arts Content Standards for California Public Schools:

2.0 Creative Expression:

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

2.2 Demonstrate beginning skill in the use of materials (such as pencils, paints, crayons, clay) to create works of art.

Lesson language objective/s for English learners:

English learners with emerging (beginning) English proficiency will ask and answer questions about key details in a text. By the end of the lesson the learners should understand the meaning of the words caring, compassion, kindness, and empathy.

English learners with expanding (intermediate) English proficiency will use prompting and support to retell the story, including key details. As a result of this lesson, the learners will demonstrate understanding of the story by and be able to explain how the concepts of honesty and unpretentiousness incorporated in the story.

English learners with bridging (advanced) English proficiency will identify major events, characters, and settings in the story. The children should be able to produce own examples that demonstrate honesty and unpretentiousness in the behavior of decent citizens.

California English language development (ELD) standard/s:

<u>A: Collaborative: EMERGING</u>	<u>EXPANDING</u>	<u>BRIDGING</u>
<p><i>1. Exchanging information and ideas</i></p> <p>Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using gestures, words, and simple phrases.</p>	<p><i>1. Exchanging information and ideas</i></p> <p>Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</p>	<p><i>1. Exchanging information and ideas</i></p> <p>Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</p>
<p><i>3. Offering opinions</i></p> <p>Offer opinions and ideas in conversations using a small set of learned phrases (e.g., <i>I think X</i>), as well as open responses.</p>	<p><i>3. Offering opinions</i></p> <p>Offer opinions in conversations using an expanded set of learned phrases (e.g., <i>I think/don't think X. I agree with X</i>), as well as open responses, in order to gain and/or hold the floor.</p>	<p><i>3. Offering opinions</i></p> <p>Offer opinions in conversations using an expanded set of learned phrases (e.g., <i>I think/don't think X. I agree with X, but . . .</i>), as well as open responses, in order to gain and/or hold the floor or add information to an idea.</p>
<p><u>B: Interpretive</u></p> <p><i>5. Listening actively</i></p> <p>Demonstrate active listening to read-alouds and oral presentations by asking and answering <i>yes-no</i> and <i>wh-</i> questions with oral sentence frames and substantial prompting and support.</p>	<p><i>5. Listening actively</i></p> <p>Demonstrate active listening to read-alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.</p>	<p><i>5. Listening actively</i></p> <p>Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.</p>
<p><u>C: PRODUCTIVE</u></p> <p><i>9. Presenting</i></p> <p>Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).</p>	<p><i>9. Presenting</i></p> <p>Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author's chair, recounting an experience, describing an animal).</p>	
<p><i>11. Supporting opinions</i></p> <p>Offer opinions and provide good reasons (e.g., <i>My favorite book is X because X.</i>) referring to the text or to relevant back-ground knowledge.</p>	<p><i>11. Supporting opinions</i></p> <p>Offer opinions and provide good reasons and some textual evidence or relevant back-ground knowledge (e.g., paraphrased examples from text or knowledge of content).</p>	<p><i>11. Supporting opinions</i></p> <p>Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).</p>

Materials:

The copy of the text for reading (for the teacher). The link to the story is http://www.kidsgen.com/moral_stories/be_good_to_your_enemies.htm
Compliment circle example: <https://www.youtube.com/watch?v=4ix6U3rv9o>
Paper, crayons, markers
White board or chart paper with dry-eraser markers
Visuals for the unit word wall that demonstrate the words to be learned
Visuals for the story
PC
Projector
Screen
Sticky tape

Classroom management strategies:

- Students will be seated on the rug in their pre-arranged spots for the whole group reading. When it is time for the class to make a circle, they know that they are to move to the outside of the rug as quickly and quietly as possible and “Freeze” when they get there. Also, they are to make room for their classmates that need a place to sit.
- When it is time to return to their desks, students will get selected by how well they are sitting on the rug and how well they behaved during the lesson.
- In order to get and keep students attention, positive reinforcement will be given to those who are acting as model citizens. (Hearts, teddy bears, tiger awards, their name up on the board with a smiley face...)
- If students cannot seem to behave they will get an initial warning and their name will appear on the board with a check mark. This reminds those individual students that they have already been warned once. If students continue to cause a disturbance in the classroom even after a warning, they will be asked to go sit at their desk and return to the group when they feel they are ready to be non-disruptive active listeners.

Supports, accommodations, and/or modifications for specific students or groups:

English learners: Depending on the students’ needs, different level questions may be asked to different level students. English learners will respond with simple words and phrases and/or in complete sentences. During group work, students learning English will be grouped with English speakers in order to get a better understanding of the topic and task at hand from a student’s point of view.

Struggling readers: Students struggling with reading will have an audial perception of the text as well as numerous visuals to illustrate the words to learn and to support the text being analyzed.

High-achieving students: More will be expected from higher-level (bridging) students in terms of questions asked, inferences made, making connections with prior knowledge, and overall responses. These students possess higher-level thinking processes than emerging and expanding students. Early finishers will be encouraged to read silently or work on something from their “free time folder.”

Students with attention problems or hyperactivity/impulsivity: Collaboratively working in small groups is excellent for students with attention problems as they will feel like they have something to do at all times to contribute to their group.

English learners: Depending on the students' needs, different level questions may be asked to different level students. English learners will do their best by responding with simple words and phrases and/or in complete sentences. During group work, students learning English will be grouped with English speakers in order to get a better understanding of the topic and task at hand from a student's point of view.

Struggling readers: Students struggling with reading will have an aural perception of the text as well as numerous visuals to illustrate the words to learn and to support the text being analyzed.

High-achieving students: More will be expected from higher-level (bridging) students in terms of questions asked, inferences made, making connections with prior knowledge, and overall responses. These students possess higher-level thinking processes than emerging and expanding students. Early finishers will be encouraged to read silently or work on something from their "free time folder."

Students with attention problems or hyperactivity/impulsivity: Collaboratively working in small groups is excellent for students with attention problems as they will feel like they have something to do at all times to contribute to their group.

Students with IEPs or 504 plans: In order to support these children, the teacher provides coordinated technical assistance and ensures that no individual is left behind participation in class activities. Furthermore, these students may have a buddy within their group to help guide them and make them feel valued and welcome.

Domain-specific vocabulary words that will be explicitly taught and practiced: caring, nice, friendly, honesty, compassion, kindness, and empathy

Academic language (including phrases or sentence frames) that will be explicitly taught and practiced:

"Treat others the way that you would like to be treated."

Folktale, Setting, Theme, Characters, Conflict, Morals, Citizenship, Good Character

Sequence of Lesson Procedures

Motivation/Introduction: (Five minutes)

The teacher invites the students to the rug for an exciting new reading. The teacher presents the story.

- Teacher: Today we are going to read a folktale that belongs to cultural heritage of England. This story tells about animals, but they behave like people, so we can look at their behavior to understand how we should and should not behave.
- T: Before I start reading, I want you to tell me one thing. What do you think we should do when other people are treating us badly? Do we have to treat them badly too? The teacher comments on the learners' answers.
- S: We have to be kind, even when we are treated badly.
- T: We can express this idea with the help of a proverb, "Treat others the way that you would like to be treated." This proverb reflects the topic of our lesson.

Body of the Lesson: (40 minutes)

Directed Lesson: (20 minutes)

- REVIEW: What is a Folktale?
 - A folktale is a story that is passed down through generations by word of mouth. Storytellers recount folktales, adding their own personal touches to entertain listeners and to teach a moral or lesson. Myths, tall tales, legends, fables, and fairy tales are all folktales.
 - Setting: The setting is where the story takes place. It can be a place that exists or an imaginary place.
 - Characters and conflict: Characters in folktales can be people or talking animals who sometimes have exaggerated or magical abilities. The conflicts are usually everyday problems that regular people might have.
 - Style: The style of a folktale is informal and conversational.
 - Theme: The theme of a folktale, or the folktale's moral, is a lesson about human nature from which listeners or readers can learn.

The teacher begins reading the short story. Because there are no pictures to this story, the teacher asks the students to visualize what is happening. After each paragraph, the teacher asks the class to explain in their own words what had happened.

When read aloud is finished, the teacher asks the students to retell the story. The children sit in a circle and tell the story scene by scene with prompting from the teacher.

Responses such as: "The dog was courageous/kind/helpful/..." are important for further analysis: the teacher writes them on the chart paper so that everyone can see them.

When the activity is over, the teacher asks the students to look at the screen, as she/he shows slides of good and bad citizens. The students have to announce whether the picture represents a good thing or a bad thing and why.

T: please, look at the screen and tell me which picture represents a character or characters which you can describe as good citizen(s).

T: The main character of the story, Tom, is a good citizen. Why?

S: Tom is big and strong (incorrect). Tom is caring, compassionate, kind, and empathic. These qualities are crucial for good citizens (correct)

T: Are other dogs good citizens as well?

S: In the beginning, the other dogs behave badly, but when the main character saves them from the hooligans, the dogs express good attitude Tom. Thus, it is never late to become kind, which is why the other dogs become good citizens in the end.

Activity (Ten minutes)

The entire class will be involved in this short activity. The class is to sit in a circle on the rug and one-by-one, look to the person to their right and say something nice to them. Whether it be, “I like your dress, You are a fast runner, You are such a good reader, “You make me laugh, You are nice to me...” This activity builds good character, confidence, kindness, and moral citizenship. After each student is finished, the teacher asks students to raise their hand and express how it made them feel when their classmate said something nice to them. Answers like, “It made me feel good about myself, I was happy, It made me feel appreciated...” The teacher then asks students to express how it felt to give someone a compliment. Not receive one, but to give one. Answers like, “It was nice to tell Angelica how good she is at math, It made me feel good knowing that I was making someone else feel good, I felt kind...”

Individual Work: (Ten minutes)

Students will be asked to write a sentence using the phrase, “I am... kind, honest, nice, empathetic, compassionate, forgiving, friendly...” and then accompany it with a colored illustration.

The words and sentence starter will be on the board.

Closing (Five minutes)

Teacher sums up the topic and the completed tasks.

T: Dear students, today we have discussed what it means to be caring, compassionate, kind, and emphatic. Why do you think these traits make one a good citizen?

The learners give their answers. Finally, the teacher says:

T: Let’s repeat the proverb that we learned today

The teacher and the learners repeat the proverb “Treat others the way that you would like to be treated” three times.

Rubric			
Evaluative Criteria Category	Level 1: Below Expectations	Level 2: Meets Expectations	Level 3: Exceeds Expectations
Student was able to come up with a compliment or kind phrase and verbally communicate that to another classmate	Student was unable to think of a phrase and needed significant guidance from the teacher to communicate their phrase to a classmate.	Student was able to semi come up with and communicate their phrase however may have been speaking quietly and not looking the student in the eye	Student was able to think of a kind phrase or compliment on their own and say it to their classmate with confidence, eye contact, clarity, and volume.
Students “I am...” sentence is related to a good character trait	Student is unable to write a good character word or sentence or their sentence is incomplete	Student is able to write a complete sentence using a good character word with minimal assistance	Student is able to write a complete sentence using a good character word with no assistance from the teacher or from peers
Illustration is neat and	Students illustration or	Students illustration	Students illustration directly

relates to their chosen “Good character” word	word is missing or both are not legible and clearly rushed	and/or word is sloppy but do relate to one another	relates to the word it is associated with
Able to listen attentively and engage in group discussion	Student was not listening attentively or engaged during the discussion	For the most part, student was engaged and listening during the discussion	Student was engaged and listening attentively during the discussion
Able to work efficiently and effectively during independent practice	Student was disturbing others and could not focus on given task	Student may have been off task at times but showed some effectiveness in completing task	Student was on task, effective, and efficient in completion of the allocated activity
TOTAL: ___ / 15			
Notes:			

Attachments

Tom’s Voice

Many-many years ago, there lived a dog named Tom. Tom was adopted as a pet in a wealthy household and he was daily showered with nice foods and affections by his mistress Mrs. Havisham. All day, Tom lived in a kennel within the compound of the house and he tried his best to guard the home of his mistress. Whenever a thief or a burglar came within the vicinity, Tom would bark as loudly as he could to scare the living daylights out of the culprit. He was the favorite of his mistress. When night fell, he slept on a nice blanket inside his kennel and when day broke he had his food served before him in no time.

But the neighborhood dogs were not so lucky and they were jealous of Tom's fortune. Now and then, they would bark from outside the gates of Tom's house and utter curses at him. All this disturbed Tom a little, but he would only say, "Poor fellows, they have to struggle so much for their food while I am so lucky. I must not shout at them and add to their misery." So he kept quiet and went about his business, turning a deaf ear to their insults.

One day, as he was taking a walk with his mistress, Tom found that some young boys were throwing stones at those same dogs who insulted him. The dogs were cornered and they had nowhere to go. They could in no way avoid being hit by the stones thrown at them. Many of them were bleeding and barking feebly in protest. But the boys were not in a mood to let go of them so lightly. They picked up bigger stones and rocks to have more fun at the expense of the weak, helpless dogs.

Tom could not hold himself back. He was of a strong build and had a very deep voice. He knew that he could scare the boys. He managed to wrench his leash free out of his mistress' hands and he ran towards the boys. The boys were startled at the terrible barking that Tom directed at them. Their blood froze at the sight of the huge Tom baring his fangs and running towards them. They dropped their rocks and ran away as fast as their legs could carry them. "Go home" Tom said to his bloodied abusers "no one will disturb you anymore." He ran back to his mistress who had seen all that Tom did. She patted Tom and praised him for his courage.

That night, Tom's mistress saw a strange sight. The dogs whom Tom had saved in the morning had gathered near the gates of her house. It seemed to her as if they were telling something to her pet. "Maybe they are thanking Tom for his brave gesture." she thought. And

right she was! From that day, Tom and his abusers had become friends. Tom's kindness had won over his abusers' hatred and he had earned their love, respect and admiration that nothing on earth could buy.

Photos to show during the slide show:





friends..	bullies..
• share	• tease/make fun of others
• are nice	• hurt your body
• talk in a friendly tone of voice	• take things from others
• are kind and helpful	• hurt feelings
• make others feel happy	• say mean things
• give compliments	• tattle on people

Lesson 3

Candidate Jackie Brady	Date Fall, 2017	Grade K	Students will use these language arts: <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Writing
Subject Area/s & Topic Laziness and diligence	<input type="checkbox"/> Single-day lesson <input checked="" type="checkbox"/> Multi-day lesson	<input checked="" type="checkbox"/> Whole-class lesson <input checked="" type="checkbox"/> Small-group lesson	
English Language Development levels of students in the class or group: <input checked="" type="checkbox"/> Emerging level of English proficiency <input checked="" type="checkbox"/> Expanding level of English proficiency <input checked="" type="checkbox"/> Bridging level of English proficiency <input type="checkbox"/> English-Only <input type="checkbox"/> IFEP (Initially Fluent English Proficient) <input type="checkbox"/> RFEP (Redesignated Fluent English Proficient)		Are there any struggling readers in the class? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Formal assessment/s or rubric/s included <input type="checkbox"/> Informal assessment/s included Name of instructional model: <input checked="" type="checkbox"/> Explicit instruction (with engaged practice) <input checked="" type="checkbox"/> Inquiry or problem-based lesson <input type="checkbox"/> Interdisciplinary teaching	

Lesson objective/s:

Students will work in groups to create short stories about what it means to be lazy and then actively listen to the story *The Lazy Townspeople* from Western Africa. After that, they will compose written examples of when they worked hard, were diligent, industrious, and active and how it made them feel.

California common core or content standard/s:

RL-K: 1. With prompting and support, ask and answer questions about key details in a text.

RL-K: 3. With prompting and support, identify characters, settings, and major events in a story.

W-K: 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

SL-K: 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

SL-K: 6. Speak audibly and express thoughts, feelings, and ideas clearly.

L-K: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L-K:6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

History-Social Science Content Standards for California Public Schools:

K.1 Students understand that being a good citizen involves acting in certain ways.

6. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
7. Learn examples of diligence, activity, and industriousness in Western African folklore.
8. Learn the consequences of the characters’ actions.

Lesson language objective/s for English learners:

- English learners with emerging (beginning) English proficiency will ask and answer questions about key details in a text. By the end of the lesson the learners should understand the meaning of the word laziness.
- English learners with expanding (intermediate) English proficiency will use prompting and support to retell the story, including key details. As a result of this lesson, the learners will demonstrate understanding of the story by and be able to explain how the concept of laziness is intertwined in the story.
- English learners with bridging (advanced) English proficiency will identify major events, characters, and settings in the story The children should be able to produce their own examples that demonstrate laziness and love to work in the behavior of good citizens.

California English language development (ELD) standard/s:

<u>A: Collaborative:</u> <u>EMERGING</u>	<u>EXPANDING</u>	<u>BRIDGING</u>
<p><i>1. Exchanging information and ideas</i></p> <p>Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using gestures, words, and simple phrases.</p>	<p><i>1. Exchanging information and ideas</i></p> <p>Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</p>	<p><i>1. Exchanging information and ideas</i></p> <p>Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</p>
<p><i>3. Offering opinions</i></p> <p>Offer opinions and ideas in conversations using a small set of learned phrases (e.g., <i>I think X</i>), as well as open responses.</p>	<p><i>3. Offering opinions</i></p> <p>Offer opinions in conversations using an expanded set of learned phrases (e.g., <i>I think/don’t think X. I agree with X</i>), as well as open responses, in order to gain and/or hold the floor.</p>	<p><i>3. Offering opinions</i></p> <p>Offer opinions in conversations using an expanded set of learned phrases (e.g., <i>I think/don’t think X. I agree with X, but . . .</i>), as well as open responses, in order to gain and/or hold the floor or add information to an idea.</p>
<u>B: Interpretive</u>	<p><i>5. Listening actively</i></p> <p>Demonstrate active listening to read-</p>	<p><i>5. Listening actively</i></p> <p>Demonstrate active listening to read-</p>

<p>5. <i>Listening actively</i></p> <p>Demonstrate active listening to read-alouds and oral presentations by asking and answering <i>yes-no</i> and <i>wh</i>-questions with oral sentence frames and substantial prompting and support.</p>	<p>alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.</p>	<p>alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.</p>
<p>C: PRODUCTIVE</p> <p>9. <i>Presenting</i></p> <p>Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).</p>	<p>9. <i>Presenting</i></p> <p>Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author’s chair, recounting an experience, describing an animal).</p>	<p>9. <i>Presenting</i></p> <p>Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).</p>
<p>10. <i>Composing/Writing</i></p> <p>Draw, dictate, and write to compose very short literary texts (e.g., story) and informational texts (e.g., a description of a dog), using familiar vocabulary collaboratively in shared language activities with an adult (e.g., joint construction of texts), with peers, and sometimes independently.</p>	<p>10. <i>Composing/Writing</i></p> <p>Draw, dictate, and write to compose short literary texts (e.g., story) and informational texts (e.g., a description of dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.</p>	<p>10. <i>Composing/Writing</i></p> <p>Draw, dictate, and write to compose longer literary texts (e.g., story) and informational texts (e.g., an information report on dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and independently using appropriate text organization.</p>

Materials:

- The hard copy of the short story *The Lazy Townspeople* which belongs to heritage of the Western Africa (the story is available on <http://fairytalesoftheworld.com/quick-reads/the-lazy-townspeople/> (Attachment 2)
- Paper, crayons, markers, pens
- White board or chart paper with dry-eraser markers
- Visuals for the story (Attachment 3)
- Alphabetic puzzles
- Domain-specific vocabulary words written on the white words

Classroom Management Strategies, Room Arrangements, and/or Student Grouping Plan:

- Students will be seated on the rug in their pre-arranged spots for the whole group reading. When it is time for group work, the class will be split up into four groups making sure that each group has a combination of emerging, expanding, and bridging students.
- In order to get and keep students attention, positive reinforcement will be given to those who are acting as model citizens. (Hearts, teddy bears, tiger awards, their name up on the board with a smiley face...)
- If students cannot seem to behave they will get an initial warning and their name will appear on the board with a check mark. This reminds those individual students that they have already been warned once. If students continue to cause a disturbance in the

classroom even after a warning, they will be asked to go sit at their desk and return to the group when they feel they are ready to be non-disruptive active listeners.

Supports, accommodations, and/or modifications for specific students or groups:

English learners: Depending on the students' needs, different level questions may be asked to different level students. English learners will respond with simple words and phrases and/or in complete sentences. During group work, students learning English will be grouped with English speakers in order to get a better understanding of the topic and task at hand from a student's point of view.

Struggling readers: Students struggling with reading will have an audial perception of the text as well as numerous visuals to illustrate the words to learn and to support the text being analyzed.

High-achieving students: More will be expected from higher-level (bridging) students in terms of questions asked, inferences made, making connections with prior knowledge, and overall responses. These students possess higher-level thinking processes than emerging and expanding students. Early finishers will be encouraged to read silently or work on something from their "free time folder."

Students with attention problems or hyperactivity/impulsivity: Collaboratively working in small groups is excellent for students with attention problems as they will feel like they have something to do at all times to contribute to their group.

Students with IEPs or 504 plans: In order to support these children, the teacher provides coordinated technical assistance and ensures that no individual is left behind participation in class activities. Furthermore, these students may have a buddy within their group to help guide them and make them feel valued and welcome.

Domain-specific vocabulary words that will be explicitly taught and practiced: laziness, diligence, activity, industriousness

Sequence of Lesson Procedures

Motivation/Introduction: (Five Minutes)

- The teacher invites the students to the rug to listen to the new story.
 - Teacher: Today we will speak about laziness and the qualities which are opposite to it. In particular, we will discuss diligence, activity, industriousness. Diligence, activity, and industriousness are all synonyms. These words denote love to work. They are antonyms to the word laziness.
 - Ask students: "Can I have three examples of people you know that love their job or are passionate about something and work hard at it?"

Body of the Lesson (45 minutes)

Work in Groups: (15 minutes)

- The teacher comes closer to the white board with the pictures depicting laziness attached to it.
 - T: Please, look at the pictures. Your task is to work in groups of three to four and brainstorm ideas about what you think today's story is going to be about... Think up a story, relying on the images.
- The students look at the pictures and work in groups.
- The teacher announces the end of the group work activity.
 - T: Please, tell me your stories.
- The children answer with short stories about kids and people being lazy and what ends up happening. The teacher prompts higher order questions such as, "What are the consequences of being lazy?"
- The teacher asks them to go to the reading rug.

Directed Work: (10 minutes)

- T: So, today we are going to learn to differentiate between laziness and those qualities that denote love to work. To complete our goal, we will read a story and decide on which characters are lazy and which ones are not.
- The teacher starts reading the story.
- When the reading is over, the teacher asks some questions:
 - T: What is wrong with the people who live in the town?
 - Student: They are exceedingly lazy.
 - T: Who is not lazy?
 - S: The poor young farmer who moved the tree after the hurricane and the Chief who did everything to make the citizens less lazy.
 - T: How would you describe the young farmer?
 - S: He is diligent, active, and industrious.
 - T: So, we all have to be diligent, active, and industrious to become good citizens.

Individual work: (20 minutes)

Think of a time in your life when you worked really hard to complete, finish, or accomplish something. Maybe it was practicing a lot to win your soccer game, studying or doing your homework to make your parents and teacher proud, helping your parents with work around the house, or saving up to buy a bicycle.

Now, you are to write a few sentences describing a time when you were diligent, active, industrious, and hardworking by using the sentence starter, "I was (diligent, active, industrious, hard working) by ..."

Closing (5 minutes)

- Teacher sums up the topic and the completed tasks.

T: Today our lesson was about laziness and how it is contrasted to diligence, hard work, activity, and industriousness. We read an interesting story from Western Africa and made a word from puzzle pieces. Good work!

Evaluative Criteria Category	1: Below Expectations	2: Meets Expectations	3: Exceeds Expectations
Group story on laziness	Story needed prompting from the teacher and may have lacked detail and interest. Also, story may not have been about laziness	Story was relating to laziness and gave one example with support. Story was led by one group member.	Story was imaginative and interesting and gave examples about being lazy and had supporting sentences to back reasoning. All group members contributed.
Paragraph writing: "I was hard working/ diligent, industrious/ active..."	Student's paragraph may have not depicted an example of when they were hard working, wasn't complete, and was only one sentence long	Student's paragraph talks about a moment when they were hard working and is two sentences long.	Student's paragraph is insightful, uses adjectives and speaks about a moment in their life when they were hard working and is three or more sentences long.
Engagement and behavior during the reading	Student may have been a distraction to other students during the reading. A behavior related warning was addressed. Student showed little to no engagement or involvement	Student was well behaved during the reading however could have participated more by asking or answering questions and offering insight.	Student was attentive and well behaved during the reading. They were engaged, asked and answered meaningful questions and were a good role model to the other students
Group work/ Cooperation	Student was not able to act as an asset to their group. They may have been acting out and unable to cooperate with the other students	Student worked well with their group and was able to contribute to the conversation or sentence. Student may have been off task but with some redirection, they were able to focus on the task	Student showed excellent leadership in the group setting, was courteous and involving all members, and offered valuable discussion as well as helped with writing the sentence.
TOTAL: ___ / 12 NOTES:			

The Short Story. *The Lazy Townspeople*

Once upon a time there was a town where all the people were exceedingly lazy. They didn't like to do any kind of work at all! They didn't clean up their yards, they didn't keep their streets clean, and they couldn't be bothered to weed their vegetable patches. The place was disgusting, it was a disgrace. The chief hated it, he quite liked cleanliness, and every so often he would start a clean-up campaign. But only a handful of people ever turned up to lend a hand, and even then they would stop working after one or two days, and the weeds would grow again and in the blink of an eye the place would be just as bad again as it ever was.

One day a hurricane blew through the town; after it had passed the place looked even worse than before, but the worst thing was that an enormous tree had been blown over and thrown right across the main road leading to the market place. The first trader came along, carrying his produce, and found the road blocked by the tree. He said: "I haven't got time to move this tree! I've got to get my produce to the market!" So he walked around the tree, and carried on his way. And a second and a third trader came along and did exactly the same thing. Nobody could be bothered to do anything about the obstruction. People were coming and going, looking at the tree and just walking around it. The chief heard about the tree blocking the road. He asked: "Why don't some of these people get together and move it?" But days went by and nobody did anything about it and the tree remained where it was. The chief came up with a plan to teach his townspeople a lesson. Very early the next day, before the sun had come up, he took some of his servants and got them to dig a hole under the tree. He hid some gold in the hole and got his servants to cover it up again. Then he made them swear to keep this affair a secret. Back at his palace, he instructed his town crier to go round and summon all the citizens to gather at the spot of the fallen tree that afternoon.

When they were all together the chief made a speech to his people suggesting that if all of them worked together, it would not take very long to remove the obstacle. One of the farmers said: "The hurricane put that tree there, let's ask the hurricane to move it out of the way."

"Yes, said another, why should we exert ourselves?"

"What's wrong with walking around it?" asked another. The chief was exasperated. He was just about to give up when a skinny young man stepped forward. He was just a poor farmer, who had no living relatives in the town: "I will have a go," he said, and started pulling and pushing to shift the heavy tree. The other townspeople just stood there and watched, some making fun of the young man. The chief waited for a short while to see if anybody would come forward to help the young man, and when he saw that nobody else made a move, instructed his servants to lend a hand. Once the tree had been moved to the side of the road, the Chief went up to the young farmer, and took him to the spot where he'd buried the gold that morning. The chief told him to dig there, and promised him that he could keep whatever he found there. The young farmer started digging in the road, and very quickly uncovered the gold. He was overjoyed.

The chief said to him: "All this gold is yours to keep. You have deserved it, and you can do with it as you please." And to the lazy townspeople he said: "Let this be a lesson to you all! Laziness doesn't get you anything. Rewards come to the person who is prepared to work hard."

Visual for the Story



GETTING OFF THE COUCH



Lesson 4

Candidate Jackie Brady	Date Fall 2017	Grade K	Students will use these language arts: <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Writing
Subject Area/s & Topic Language Arts, Social Studies, Multicultural Literature, Ecology, Greed	<input type="checkbox"/> Single-day lesson <input checked="" type="checkbox"/> Multi-day lesson		<input checked="" type="checkbox"/> Whole-class lesson <input type="checkbox"/> Small-group lesson
English Language Development levels of students in the class or group: <input checked="" type="checkbox"/> Emerging level of English proficiency <input checked="" type="checkbox"/> Expanding level of English proficiency <input checked="" type="checkbox"/> Bridging level of English proficiency <input type="checkbox"/> English-Only <input type="checkbox"/> IFEP (Initially Fluent English Proficient) <input type="checkbox"/> RFEP (Redesignated Fluent English Proficient)		Are there any struggling readers in the class? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
		<input checked="" type="checkbox"/> Formal assessment/s or rubric/s included <input type="checkbox"/> Informal assessment/s included	
		Name of instructional model: <input type="checkbox"/> Explicit instruction (with engaged practice) <input checked="" type="checkbox"/> Inquiry or problem-based lesson <input type="checkbox"/> Interdisciplinary teaching	

Lesson objective/s: After reading the Nigerian folktale *Why the Sky is Far Away*, students will engage in a whole group discussion about the story. With a group of four, they will create a poster that has a complete sentence and illustration highlighting a unique way in which they can help reduce waste or help save the environment. They will then present their posters and ideas in front of the class.

- We can reduce waste by...
- We can help the environment by...

California common core or content standard/s:

RL-1: With prompting and support, ask and answer questions about key details in a text.

RL-3: With prompting and support, identify characters, settings, and major events in a story.

RL-10: Actively engage in group reading activities with purpose and understanding.

W- 1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).

W- 2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W- 5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

SL- 2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL- 3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL- 5: Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL- 6: Speak audibly and express thoughts, feelings, and ideas clearly.

L- 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. Print upper- and lowercase letters.
2. Use frequently occurring nouns and verbs.
3. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
4. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
5. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
6. Produce and expand complete sentences in shared language activities.

Lesson language objective/s for English learners:

- English learners with emerging (beginning) English proficiency will ask and answer questions about key details in a text. By the end of the lesson the learners should understand the meaning of the word greed and what it means to reduce waste.
- English learners with expanding (intermediate) English proficiency will use prompting and support to retell the story, including key details. As a result of this lesson, the learners will demonstrate understanding of the story by and be able to explain how the concept of greed is intertwined in the story and ways they can help reduce waste.
- English learners with bridging (advanced) English proficiency will identify major events, characters, and settings in the story. The children should be able to produce own examples that demonstrate greed and come up with ways they can reduce waste and help save the environment.

California English language development (ELD) standard/s:

<u>A: Collaborative:</u> <u>EMERGING</u>	<u>EXPANDING</u>	<u>BRIDGING</u>
<p><i>1. Exchanging information and ideas</i></p> <p>Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using gestures, words, and simple phrases.</p>	<p><i>1. Exchanging information and ideas</i></p> <p>Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</p>	<p><i>1. Exchanging information and ideas</i></p> <p>Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</p>

<p>2. <i>Interacting via written English</i></p> <p>Collaborate with the teacher and peers on joint composing projects of short informational and literary texts that include minimal writing (labeling with a few words), using technology, where appropriate, for publishing, graphics, and the like.</p> <p>3. <i>Offering opinions</i></p> <p>Offer opinions and ideas in conversations using a small set of learned phrases (e.g., <i>I think X</i>), as well as open responses.</p>	<p>2. <i>Interacting via written English</i></p> <p>Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include some writing (e.g., short sentences), using technology, where appropriate, for publishing, graphics, and the like.</p> <p>3. <i>Offering opinions</i></p> <p>Offer opinions in conversations using an expanded set of learned phrases (e.g., <i>I think/don't think X. I agree with X</i>), as well as open responses, in order to gain and/or hold the floor.</p>	<p>3. <i>Offering opinions</i></p> <p>Offer opinions in conversations using an expanded set of learned phrases (e.g., <i>I think/don't think X. I agree with X, but . . .</i>), as well as open responses, in order to gain and/or hold the floor or add information to an idea.</p>
<p>B: Interpretive 5. <i>Listening actively</i></p> <p>Demonstrate active listening to read-alouds and oral presentations by asking and answering <i>yes-no</i> and <i>wh-</i> questions with oral sentence frames and substantial prompting and support.</p>	<p>5. <i>Listening actively</i></p> <p>Demonstrate active listening to read-alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.</p>	<p>5. <i>Listening actively</i></p> <p>Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.</p>
<p>C: PRODUCTIVE</p> <p>9. <i>Presenting</i></p> <p>Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).</p>	<p>9. <i>Presenting</i></p> <p>Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author's chair, recounting an experience, describing an animal).</p>	<p>9. <i>Presenting</i></p> <p>Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).</p>
<p>11. <i>Supporting opinions</i></p> <p>Offer opinions and provide good reasons (e.g., <i>My favorite book is X because X</i>) referring to the text or to relevant back-ground knowledge.</p>	<p>11. <i>Supporting opinions</i></p> <p>Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).</p>	<p>11. <i>Supporting opinions</i></p> <p>Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).</p>

Materials:

- The hard copy of the Nigerian Folktale: *Why the Sky is Far Away* By Mary-Joan Gerson
- Chart Paper/ Poster Paper, crayons, markers
- White board with dry-eraser markers

Classroom management strategies:

- Students will be seated on the rug in their pre-arranged spots for the whole group reading. When it is time for the class to split up into groups, the students who have been showing the best moral behavior during the lesson will get to be the group leaders and choose their group members.

- In order to get and keep students attention, positive reinforcement will be given to those who are acting as model citizens. (Hearts, teddy bears, tiger awards, their name up on the board with a smiley face...)
- If students cannot seem to behave they will get an initial warning and their name will appear on the board with a check mark. This reminds those individual students that they have already been warned once. If students continue to cause a disturbance in the classroom even after a warning, they will be asked to go sit at their desk and return to the group when they feel they are ready to be non-disruptive active listeners.

Supports, accommodations, and/or modifications for specific students or groups:

English learners: Depending on the students’ needs, different level questions may be asked to different level students. English learners will respond with simple words and phrases and/or in complete sentences. During group work, students learning English will be grouped with English speakers in order to get a better understanding of the topic and task at hand from a student’s point of view.

Struggling readers: Students struggling with reading will have an audial perception of the text as well as numerous visuals to illustrate the words to learn and to support the text being analyzed.

High-achieving students: More will be expected from higher-level (bridging) students in terms of questions asked, inferences made, making connections with prior knowledge, and overall responses. These students possess higher-level thinking processes than emerging and expanding students. Early finishers will be encouraged to read silently or work on something from their “free time folder.”

Students with attention problems or hyperactivity/impulsivity: Collaboratively working in small groups is excellent for students with attention problems as they will feel like they have something to do at all times to contribute to their group.

Students with IEPs or 504 plans: In order to support these children, the teacher provides coordinated technical assistance and ensures that no individual is left behind participation in class activities. Furthermore, these students may have a buddy within their group to help guide them and make them feel valued and welcome.

Domain-specific vocabulary words that will be explicitly taught and practiced: Greed, waste, recycle, reduce, reuse, environment, Harvest, Oba (king), Adese (The greedy woman)

Academic language (including phrases or sentence frames) that will be explicitly taught and practiced:

- We can reduce waste by...
- We can help the environment by...
- Folktale, Setting, Theme, Characters, Conflict, Morals, Citizenship, Good Character

Sequence of Lesson Procedures

Opening: (5 minutes)

Motivation/Introduction:

- The teacher greets the students. The teacher invites the students to the rug to listen to the new story.
 - Teacher: Today we will speak about greed. What is greed?
 - Student: Greed is when you are never satisfied, when you take everything for yourself.
 - T: That's right, greed is when you want something that you don't really need. People get greedy with wanting too much money, too much food, and too much power.

Body of the Lesson (45 minutes)

Directed Work: (30 minutes)

- REVIEW: What is a Folktale?
 - A folktale is a story that is passed down through generations by word of mouth. Storytellers recount folktales, adding their own personal touches to entertain listeners and to teach a moral or lesson. Myths, tall tales, legends, fables, and fairy tales are all folktales.
 - Setting: The setting is where the story takes place. It can be a place that exists or an imaginary place.
 - Characters and conflict: Characters in folktales can be people or talking animals who sometimes have exaggerated or magical abilities. The conflicts are usually everyday problems that regular people might have.
 - Style: The style of a folktale is informal and conversational.
 - Theme: The theme of a folktale, or the folktale's moral, is a lesson about human nature from which listeners or readers can learn.
- The teacher reads the story *Why the Sky is Far Away* to the class.
- When the story is over the teacher engages the students in a collaborative discussion by asking meaningful questions to prompt a deeper understanding of the text.
 - At the beginning of the story, how did Sky make life easy for the people of Nigeria?
 - The people did not have to grow their own food because the sky provided everything they needed. The people could spend all their time weaving cloth, carving statues, and telling stories.
 - How do the illustrations show what people did with the sky food?
 - The people pulled off pieces of sky that tasted like pineapple, strawberries, carrots, watermelon, and corn. The Oba's (kings) servants shaped pieces of the sky into food shapes, like fish or carrots ceremonies.
 - Why was the sky growing angry with the people?
 - The people were being wasteful by picking off more than they could eat and then throwing pieces of the sky in the trash can.

- How did the sky show its anger?
 - The sky grew dark over the palace and it warned the Oba that the people would not have his gifts if they continued to waste them.
 - How did Oba and his people respond to the sky's warning?
 - Oba sent servants to tell his people of the sky's unhappiness. Kids were told not to take a piece of sky unless they were starving. At the festival, Oba made sure that no one took more of the sky than they needed.)
 - How did the author show that Adese was *never satisfied*?
 - Adese wanted more coral necklaces even though she could barely move with all the necklaces she already had. She had eleven children, but she still wanted more. Adese loved to eat more food than she needed
 - How did Adese's actions make the sky's anger better or worse?
 - Adese actions made the sky's anger worse. She pulled off a piece of sky that was too big for her to finish and she threw it in the garbage pile. The sky got so angry that it moved far, far away.
 - How is the end of the story different from the beginning?
 - At the beginning of the story, the sky stayed close to the people and gave them food. At the end, the sky moved far away, and the people had to grow their own food.
 - What is the lesson of this folktale?
 - People should not be greedy and waste nature's gifts.
- After this discussion, the teacher announces that the students are to get into groups of 4 and figure out a way that they can reduce waste or help the environment. They will all be given a piece of chart paper and are to collaborate and agree upon one thing.

Group Work Activity: (20 minutes)

Groups of four students each are to use a sheet of chart paper and collaborate and brainstorm on one good idea that highlights a way in which they can help reduce waste or help the environment. Sentence starters will be on the board to help prompt their writing and thinking.

- We can reduce waste by...
- We can help the environment by...

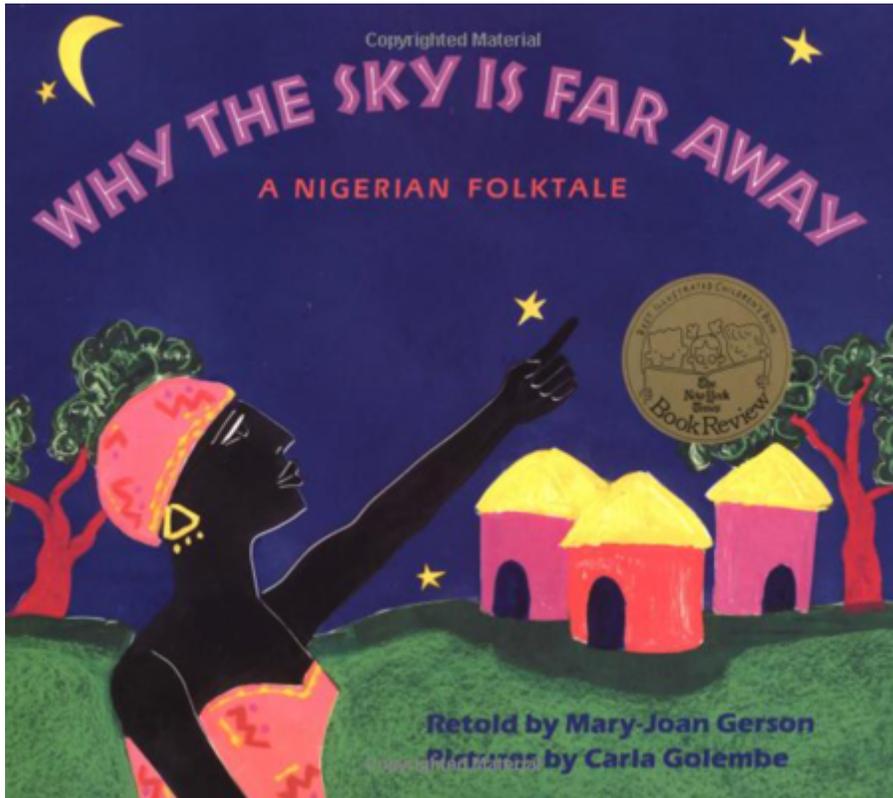
The teacher is to be walking around the room at all times helping groups get going by asking students thinking questions that prompt prior knowledge about the topic of reducing, reusing, and recycling.

Closing (10 minutes)

- Each group presents their posters and ideas in front of the class. The teacher encourages all students to say something about their idea or poster or give an example of something they do at home to help reduce waste.

Rubric			
Evaluative Criteria Category	Level 1: Below Expectations	Level 2: Meets Expectations	Level 3: Exceeds Expectations
Group poster has complete sentences about how one can help reduce waste save the environment	The sentences offer poor examples about reducing waste and saving the environment and are either incomplete or have misspelled words.	The sentences relate to reducing waste and saving the environment	The sentences are complete, incorporate adjectives, and offer great examples of ways one can reduce waste and save the environment
Group poster has illustration to match sentences	The drawing does not depict waste reduction or saving the environment or is incomprehensible and only uses three or less colors.	The illustration relates to the sentence on waste reduction or saving the environment.	The illustration directly relates to the sentence on waste reduction and saving the environment.
Group presentation	Student did not participate in the group presentation at all. Student may have been standing behind the other group members and avoiding speaking	Student showed engagement in the group presentation and was able to say a few meaningful words to aid in the overall discussion	Student was a leader in the group presentation showing leadership and confidence. Student projected their voice and spoke clearly about the idea that they brainstormed
During the reading and group discussion	Student was not listening attentively or engaged during the discussion	For the most part, student was engaged and listening during the discussion	Student was engaged and listening attentively during the discussion
Group work/ Cooperation	Student was not able to act as an asset to their group. They may have been acting out and unable to cooperate with the other students	Student worked well with their group and was able to contribute to the conversation or sentence. Student may have been off task but with some redirection, they were able to focus on the task	Student showed excellent leadership in the group setting, was courteous and involving all members, and offered valuable discussion as well as helped with writing the sentence.
TOTAL: ___ / 15 NOTES:			

Attachments





9 Easy Ways to Use Less Plastic

Plastic is one of the most prominent pollutants of our earth and ocean. It just makes sense to find easy ways to use less.



Tip 1
Drink out of glasses.



Tip 2
Use a stainless water bottle and stop buying bottled water.



Tip 3
Keep a real (metal or wooden) spoon and fork in a baggy in your car, and at your desk.



Tip 4
Purchase wooden toys.



Tip 5
Use only real or biodegradable plates.



Tip 6
Save glass jars and use them instead of Tupperware.



Tip 7
Bring cloth bags to the grocery store, say no to store clerks when they want to put your item(s) in a plastic bag.



Tip 8
Compost so you use fewer garbage bags.



Tip 9
Buy grocery items packaged in glass instead of plastic when possible.

pure
organic

MORE INFORMATION: THEPUREBAR.COM

Lesson 5

Candidate Jackie Brady	Date Fall, 2017	Grade K	Students will use these language arts: <input checked="" type="checkbox"/> Listening <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Writing
Subject Area/s & Topic Language Arts, Folktales	<input type="checkbox"/> Single-day lesson <input checked="" type="checkbox"/> Multi-day lesson		<input checked="" type="checkbox"/> Whole-class lesson <input type="checkbox"/> Small-group lesson
English Language Development levels of students in the class or group: <input checked="" type="checkbox"/> Emerging level of English proficiency <input checked="" type="checkbox"/> Expanding level of English proficiency <input checked="" type="checkbox"/> Bridging level of English proficiency <input type="checkbox"/> English-Only <input type="checkbox"/> IFEP (Initially Fluent English Proficient) <input type="checkbox"/> RFEP (Redesignated Fluent English Proficient)			Are there any struggling readers in the class? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Formal assessment/s or rubric/s included <input type="checkbox"/> Informal assessment/s included Name of instructional model: <input checked="" type="checkbox"/> Explicit instruction (with engaged practice) <input checked="" type="checkbox"/> Inquiry or problem-based lesson <input type="checkbox"/> Interdisciplinary teaching

Lesson objective/s:

The learners will examine the characteristics and elements of a folktale and through a scavenger hunt folktale they will gather a deeper meaning for the traits friendship, judgement, and kindness. They will then come up with an authentic definition of one good-trait vocabulary word and share it with the class.

California common core or content standard/s:

RL-K: 1. With prompting and support, ask and answer questions about key details in a text.

RL-K: 3. With prompting and support, identify characters, settings, and major events in a story.

RL-K: 4. Ask and answer questions about unknown words in a text.

RL-K: 10. Actively engage in group reading activities with purpose and understanding.

5. Activate prior knowledge related to the information and events in texts.

6. Use illustrations and context to make predictions about text.

RF-K: 1. Demonstrate understanding of the organization and basic features of print.

e) Follow words from left to right, top to bottom, and page by page.

f) Recognize that spoken words are represented in written language by specific sequences of letters.

g) Understand that words are separated by spaces in print.

h) Recognize and name all upper- and lowercase letters of the alphabet.

W-K: 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

SL-K: 1. Participate in collaborative conversations with diverse partners *about kindergarten topics and texts* with peers and adults in small and larger groups.

- c) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- d) Continue a conversation through multiple exchanges.

SL-K: 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL-K: 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL-K: 6. Speak audibly and express thoughts, feelings, and ideas clearly.

L-K: 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

History-Social Science Content Standards for California Public Schools:

K.1 Students understand that being a good citizen involves acting in certain ways.

- 9. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
- 10. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
- 11. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.

Lesson language objective/s for English learners:

- English learners with emerging (beginning) English proficiency will ask and answer questions during the group discussion. By the end of the lesson the learners should understand the meaning of the words friendship, judgement, and kindness and be able to recite a simple sentence defining a word.
- English learners with expanding (intermediate) English proficiency will activate prior knowledge to offer key elements that make up a folktale. As a result of this lesson, the learners will demonstrate understanding of moral citizenship by thoughtfully answering the teachers questions and coming up with a definition on their own.
- English learners with bridging (advanced) English proficiency will identify key details and elements that are specific to folktales. They children should be able to produce authentic examples that demonstrate the traits friendship, judgement, and kindness and their definition should be supported with examples as well of what these words mean to them.

California English language development (ELD) standard/s:

<u>A: Collaborative: EMERGING</u>	<u>EXPANDING</u>	<u>BRIDGING</u>
<p><i>1. Exchanging information and ideas</i></p> <p>Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using gestures, words, and simple phrases.</p> <p><i>2. Interacting via written English</i></p> <p>Collaborate with the teacher and peers on joint composing projects of short informational and literary texts that include minimal writing (labeling with a few words), using technology, where appropriate, for publishing, graphics, and the like.</p>	<p><i>1. Exchanging information and ideas</i></p> <p>Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</p> <p><i>2. Interacting via written English</i></p> <p>Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include some writing (e.g., short sentences), using technology, where appropriate, for publishing, graphics, and the like.</p>	<p><i>1. Exchanging information and ideas</i></p> <p>Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</p>
<p><i>3. Offering opinions</i></p> <p>Offer opinions and ideas in conversations using a small set of learned phrases (e.g., <i>I think X</i>), as well as open responses.</p>	<p><i>3. Offering opinions</i></p> <p>Offer opinions in conversations using an expanded set of learned phrases (e.g., <i>I think/don't think X. I agree with X</i>), as well as open responses, in order to gain and/or hold the floor.</p>	<p><i>3. Offering opinions</i></p> <p>Offer opinions in conversations using an expanded set of learned phrases (e.g., <i>I think/don't think X. I agree with X, but . . .</i>), as well as open responses, in order to gain and/or hold the floor or add information to an idea.</p>
<p><u>B: Interpretive</u> <i>5. Listening actively</i></p> <p>Demonstrate active listening to read alouds and oral presentations by asking and answering <i>yes-no</i> and <i>wh-</i> questions with oral sentence frames and substantial prompting and support.</p>	<p><i>5. Listening actively</i></p> <p>Demonstrate active listening to read alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.</p>	<p><i>5. Listening actively</i></p> <p>Demonstrate active listening to read alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.</p>
<p><i>6. Reading/viewing closely</i></p> <p>Describe ideas, phenomena (e.g., parts of a plant), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.</p>	<p><i>6. Reading/viewing closely</i></p> <p>Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.</p>	<p><i>6. Reading/viewing closely</i></p> <p>Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., major events, characters, setting) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.</p>
<p><u>C: PRODUCTIVE</u></p> <p><i>9. Presenting</i></p>	<p><i>9. Presenting</i></p> <p>Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author's chair,</p>	<p><i>9. Presenting</i></p> <p>Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g.,</p>

Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).	recounting an experience, describing an animal).	retelling a story, describing a science experiment).
<i>11. Supporting opinions</i> Offer opinions and provide good reasons (e.g., <i>My favorite book is X because X.</i>) referring to the text or to relevant back- ground knowledge.	<i>11. Supporting opinions</i> Offer opinions and provide good reasons and some textual evidence or relevant back- ground knowledge (e.g., paraphrased examples from text or knowledge of content).	<i>11. Supporting opinions</i> Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).

Materials:

- Dry eraser board with markers
- Graphic organizer bubble chart drawn on board
- The hard copy of the Nigerian Folktale: *Why the Sky is Far Away* By Mary-Joan Gerson
- Crayons, markers, colored pencils, writing pencils
- Scavenger hunt clues

Classroom management strategies:

- Students will be seated on the rug in their pre-arranged spots for the whole group reading. When it is time for individual work, the students will get to return to their seats based on how well they are behaving on the rug. Anyone acting out, will have to sit a little longer and once they have calmed down, they can get released
- In order to get and keep students attention, positive reinforcement will be given to those who are acting as model citizens. (Hearts, teddy bears, tiger awards, their name up on the board with a smiley face...)
- If students cannot seem to behave they will get an initial warning and their name will appear on the board with a check mark. This reminds those individual students that they have already been warned once. If students continue to cause a disturbance in the classroom even after a warning, they will be asked to go sit at their desk and return to the group when they feel they are ready to be non-disruptive active listeners.

Supports, accommodations, and/or modifications for specific students or groups:

English learners: Depending on the students needs, different forms of assistance may be granted. Sentence starters to help them write their story, the word wall consisting of vocabulary words accompanied with related images, and words on the board to help guide their writing. English learners are to be seated next to English Proficient students so that they can assist them when needed before going to the teacher for help.

Struggling readers: Students struggling with reading will have an audial perception of the text as well as numerous visuals to illustrate the words to learn and to support the text being analyzed. Also, struggling readers should be seated next to proficient readers so that they can look to them for help sounding out and reading unknown words.

High-achieving students: More will be expected from higher-level (bridging) students in terms of questions asked, inferences made, making connections with prior knowledge, and overall responses. These students possess higher-level thinking processes than emerging and expanding students. Early finishers will be encouraged to read silently or work on something from their “free time folder.”

Students with attention problems or hyperactivity/impulsivity: These students should be given an active job such as light monitor or paper manager. That way, they are able to get up and move more frequently throughout the day. Also, these students should be seated away from distractions such as other high energy students and seated next to well-behaved calm students.

Students with IEPs or 504 plans: In order to support these children, the teacher provides coordinated technical assistance and ensures that no individual is left behind participation in class activities. Furthermore, these students may have a buddy within their group to help guide them and make them feel valued and welcome. If they are sensitive to light, they are to be seated with their back to the window. If they have trouble seeing or hearing, they are to be seated closer to wherever instruction will be delivered.

Domain-specific vocabulary words that will be explicitly taught and practiced: Judgement, friendship, Kindness,

Academic language (including phrases or sentence frames) that will be explicitly taught and practiced:

Folktale, Setting, Theme, Characters, Conflict, Morals, Citizenship, Good Character

Sequence of Lesson Procedures

*Note- Prior to this lesson, the students will have read and discussed a variety of multicultural folktales such as *Chicken Feed*, *Tom’s Voice*, and *Why the Sky is Far Away*

Opening: (5-10 minutes)

Today we will be writing our very own Folktales! Let’s remember the characteristics and qualities of folktales that make them unique... Can anyone tell me anything they know about folktales?

- Folktales help you learn a lesson
- The stories include setting, characters, and a problem.
- Folktales are sometimes of talking animals
- Folktales sometimes tell why ("pourquoi") like *Why the Sky is Far Away*
- Folktales sometimes have magic and wishes and monsters (fairy tales)
- What is a Folktale?
 - A folktale is a story that is passed down through generations by word of mouth. Storytellers recount folktales, adding their own personal touches to entertain listeners and to teach a moral or lesson. Myths, tall tales, legends, fables, and fairy

tales are all folktales.

- Setting: The setting is where the story takes place. It can be a place that exists or an imaginary place.
- Characters and conflict: Characters in folktales can be people or talking animals who sometimes have exaggerated or magical abilities. The conflicts are usually everyday problems that regular people might have.
- Style: The style of a folktale is informal and conversational.
- Theme: The theme of a folktale, or the folktale's moral, is a lesson about human nature from which listeners or readers can learn.

Body of the Lesson (20-30 minutes):

Since we have learned so much about folktales, today we are going to go on a folktale scavenger hunt around the classroom! We will all need to work together in order to find the prize!

- Clue 1: Student reads: “Once upon a time there lived a grown-up who taught kids how to read and write.” Who could this be? Students point to the teacher and she gives them the next clue.
- Clue 2: Teacher gives *clue 2* to a different student to read: “This teacher had a jar filled with good treats for good students.” Students go to the treat jar or sticker chart for good behavior and the teacher asks the question, “Raise your hand if you know one reason why a student would get a treat from the treat jar?” Students answer, “Because they are being kind and nice. They are helping others. They are on their best behavior. They share their supplies and books. They are responsible and do all of their homework...” Clue 3 is given to a different student to read.
- Clue 3: “This teacher also had a place where she would send the students who would misbehave.” Students run to the “time-out” area and teacher asks a question. “Raise your hand if you can think of a reason why a student would have to go to time-out?” Students reply, “Because they were talking back to the teacher, they were mean and unkind to classmates, they were being loud and bothering others, they weren’t following the rules of the classroom...”
- Clue 4: Teacher gives clue to a student who hasn’t read or spoken yet. “One day there was a knock on the door” and it was a new student who spoke very little English, couldn’t read very well, and was smaller than all of the other students.” Students sense that the next clue is on the door... Teacher asks students what they would do to make a new student feel welcome. Replies such as, “I would invite them to sit by me, I would ask them questions, I would be patient, I would help them with their work...”
- Clue 5: “During lunch the new student was made fun of because his food was different than ours and during recess the new student was made fun of because he couldn’t throw the ball very far. All the other students just stood there and watched.” Teacher says, “Go to the place where snacks are waiting to be unlaced.” Kids got to the lunch box. Teacher asks question, “What would you do if you saw the new kid getting laughed at?” Students reply, “I would stand up for them. I would help and protect them. I would comfort them. I would tell the teacher.”
- Clue 6: “The next day, the new student didn’t come to class because he was bullied too much and switched schools. He was really sad.” Teacher asks students, “How would you

feel if you were bullied or made fun of for your clothes or food or how far you could throw a ball?” Students reply, “I would be sad. It would make me cry. I would feel lonely and ashamed. I would want to leave school...” After five good answers, teacher gives student clue 7.

- Clue 7: “A month later the teacher is reading the morning news and shares an article with the class. It’s the newspaper with the little boy on the cover. The caption says, *Smartest Kindergarten Mathematician!*” Turns out, the boy who couldn’t read all that well, who couldn’t throw the ball very far, and who ate ethnic foods, was the sharpest math wizard there could possibly be! Teacher asks students, “How does this make you feel? Is it good to judge a book by its cover?” Students reply with, “I feel sad for not getting to know the boy. I feel angry that other people were mean to him and no one did anything about it. I feel bad for not giving him a chance. I wish he was still in our class so he could show us all there is to know about math...” Teacher responds by saying, “Yes students, you are right. You should always treat others with respect even if they are different from you. You should always be nice to everyone. Each one of us is good at things and bad at things, that’s why we all have each other... to help us with the things we aren’t so good at and to teach our friends the things that they need help with.” The teacher then says, “Your final Clue is this...”
- Clue 8: “Select one “good trait” word from the board and tell me what it means to you.” Each student is to select a word from the board (honesty, fairness, respect, responsibility, kindness, bravery, compassion...) and say it aloud in a unique sentence, “Compassion is when you care about the feelings of someone else.” Once each student takes a turn, the entire class gets a new eraser or pencil or a healthy snack such as a clump of grapes, a handful of pretzels, a piece of dried fruit, or an apple juice box.

Closing: (Less than 5 minutes)

Teacher commends the class on being open and honest about their feelings and assures them that the classroom is a safe place where we are all friends and all kind. Differences are beautiful in people and if we were all exactly the same then the world would be very boring.

Rubric			
SCORE	1	2	3
Behavior during the scavenger hunt	Student may have been a distraction to other students during the scavenger hunt. A behavior related warning was addressed.	Student was well behaved during the scavenger hunt and showed enthusiasm	Student was attentive and well behaved during the scavenger hunt.
Group work/ Cooperation	Student was not able to act as an asset to their class. They may have been acting out and unable to cooperate with the other students	Student worked well with the class and was able to contribute to the conversation and clue readings. Student may have been off task but with some redirection, they were able to focus on the task	Student showed excellent leadership in the whole class setting, was courteous to involve all classmates, and offered valuable discussion as well as helped with the clue readings.
Engagement during scavenger hunt	Student showed little to no engagement or involvement during the scavenger hunt	Student was participating in the scavenger hunt by asking and answering questions with very short responses	Student was engaged, asked and answered meaningful questions and was a good role model to the other students.
Definition reciting in front of class	Student was unable to come up with a definition to define a good trait.. With prompting and teachers help, student may or may not have been able to think of anything to say.	Student was able to recite their definition but may have been difficult to hear or may have needed minimal help from the teacher. Student may have been slightly confused with their word but were able to reword their definition to the correct meaning.	Student was able to recite their definition with proper volume, clarity, confidence, and poise with no help from the teacher. Students definition defined the word and supporting examples may have been given.
TOTAL: ___ / 12			
NOTES:			



Lesson 6:

Candidate Jackie Brady	Date Fall, 2017	Grade level Kindergarten
Subject & topic Social Studies/ History and Drama/Theatre Integration. Rules	<input type="checkbox"/> Single-day lesson <input checked="" type="checkbox"/> Multi-day lesson	<input checked="" type="checkbox"/> Whole-class lesson AND <input checked="" type="checkbox"/> Small-group lesson
English Language Development levels of students in the class: <input checked="" type="checkbox"/> Emerging (Beginning) <input checked="" type="checkbox"/> Expanding (Intermediate) <input checked="" type="checkbox"/> Bridging (Advanced)	Name of instructional model	
	<input checked="" type="checkbox"/> Direct instruction AND <input checked="" type="checkbox"/> Inquiry or problem-based	
		Scoring rubric attached?
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Objective/s:

- Students will actively participate in a whole group read-aloud and page-by-page collaborative discussion of the story *We the Kids: The Preamble to the Constitution of the United States* written by David Catrow.
- After multiple lessons and practice working in groups, performing skits and role-play, and using actor’s etiquette, students will break into groups and create a short skit highlighting one sentence from the story.

History and Social Science Content Standards for California Public Schools:

Learning and Working Now and Long Ago

K.1 Students understand that being a good citizen involves acting in certain ways.

1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.

Visual and Performing Arts: Theatre Content Standards

2.0 Creative Expression

- Creating, Performing, and Participating in Theatre
- Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

3.0 Historical And Cultural Context

Role and Cultural Significance of Theatre:

- 3.1 Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times.

- 3.2 Portray different community members, such as firefighters, family, teachers, and clerks, through role-playing activities.

4.0 Aesthetic Valuing

Critical Assessment of Theatre:

- 4.1 Respond appropriately to a theatrical experience as an audience member.

California English Language Development Standard/s:

Interacting in Meaningful Ways: Expanding English Language Learner

1. Exchanging information and ideas

Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.

3. Offering opinions

Offer opinions in conversations using an expanded set of learned phrases (e.g., *I think/don't think X. I agree with X*), as well as open responses, in order to gain and/or hold the floor.

5. Listening actively

Demonstrate active listening to read-alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.

9. Presenting

Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author's chair, recounting an experience, describing an animal).

-Collaborative

- Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics

-Productive

- Listening actively to spoken English in a range of social and academic contexts
- Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

-Learning About How English Works: Connecting and Condensing Ideas

- Connecting ideas
- Condensing ideas

Materials:

- *We the Kids: The Preamble to the Constitution of the United States* by David Catrow
- Authentic copy of the Preamble to the Constitution of the United States
- Paper, crayons, markers
- White board or chart paper with dry-eraser markers
- Picture of James Madison
- Visuals for the unit word wall that are related to phrases in the Preamble such as: a handshake, a dove, a balance scale, the Statue of Liberty, a school, soldiers...

Classroom Management Strategies, Room Arrangements, and/or Student Grouping Plan:

- Students will be seated on the rug in their pre-arranged spots for the whole group lesson.
- In order to get and keep students attention, positive reinforcement will be given to those who are acting as model citizens. (hearts, teddy bears, tiger awards, their name up on the board with a smiley face...)
- If students cannot seem to behave they will get an initial warning and their name will appear on the board with a check mark. This reminds those individual students that they have already been warned once. If students continue to cause a disturbance in the classroom even after a warning, they will be asked to go sit at their desk and return to the group when they feel they are ready to be non-disruptive active listeners.

Differentiation, Modifications, and/or SDAIE/ELD Strategies to be implemented:

- There are no GATE students or students with special needs in my classroom but there is a group of students that are being assessed for placement into both. There are however eight expanding English Language Learners. Depending on the students needs, different level questions may be asked to different level students.
- More will be expected from higher-level students in terms of questions asked, inferences made, making connections with prior knowledge, and overall responses. These students possess higher-level thinking processes than mainstream students.
- English learners will do their best by responding with simple words and phrases and/or in complete sentences. Students with lower cognitive functioning may contribute to the discussion by answering simple yes or no questions, pointing to picture files when asked a question, or posing questions on their own.
- The instructor will provide ample visuals, hand gestures/body movements, all words on the word wall translated in Spanish, and speak slowly during reading and discussion for maximized comprehension for all.

Vocabulary to be introduced: (Word wall words)

Citizenship, Preamble, Freedom, Rights, Constitution, Society, Liberty, Union, Justice, Tranquility, Defense, Welfare, Liberty, Posterity

Note: These words are well above a kindergarten level but they are all mentioned in the reading so they should all be simplified and defined for students multiple times throughout the 3-day unit.

ND constructs this lesson addresses:

- Language Memory Attention Temporal-Sequential Ordering
Spatial Ordering Social Cognition Neuromotor Higher Order Cognition

Activities highlighting ND construct(s):

Memory: Accessing, activating, and using memory to recall word meanings and recite practiced lines and kinesthetic movements for group skit.

Attention: Staying on task, focused, and listening during the lesson

Social Cognition: Succeeding in social setting with fellow classmates to accomplish a common goal. Working together to direct and produce a meaningful skit for the class.

Higher Order Cognition: Asking and answering educated questions to the best of ones abilities. Making meaningful connections between text and real life experiences. Creative skit making in a social context using new or unfamiliar words.

Strategies highlighting ND construct(s):

Memory: Students will be exposed to multiple word meaning methods in order to memorize and comprehend new definitions.

Attention: Students will be commended if they are listening with attention.

Social Cognition: Students will quickly learn that in order to create a quality skit, they will need to be unified as a team and practice taking turns and listening to fellow teammates.

Higher Order Cognition: Students will be asked questions that will help them to dig deeper and make stronger inferences. “Why” questions will be emphasized to the class as well as making connections between prior knowledge and the reading. Students will also be creating unique skits, thinking outside the box, and putting complex definitions into action.

Opening (5-7 minutes)

Motivation/Introduction:

- The teacher will invite all students to the rug for an exciting new reading! She/he will begin by showing the students a photograph of a person in jail and ask them why they think this person is in jail.
 - Responses such as: “They stole, they cheated, they were a bad person, they lied” will all be written on the board or on chart paper.
- The teacher will then ask students if they can see anything that all these responses have in common. Are these things allowed on our society, in our classroom?
 - One student eagerly says, “They are all breaking the rules!!”
- This will act as a bridge to the body of the lesson...

Body of the Lesson (about 45-55 minutes)

Directed Lesson: (about 20-30 minutes)

- Activate prior knowledge and explain to students what the Constitution is.
 - A famous document that establishes the rules for governing the United States.
 - Do we have rules at school?
 - What is the reason for having rules at school?
 - Are rules important? Why or why not?
- Read *We the Kids: The Preamble to the Constitution of the United States* and look for things that are similar to the classroom and school rules.
- Discuss how people everywhere need rules to help them stay safe and happy.
- Stop on each page to define and discuss the meaning of each phrase. *An explanation of the definitions is included at the beginning of the book to help aid the discussion.
 - For example, one page says “Establish Justice.” What does this look like? What is justice? What is the illustration telling us?

Note: For each new vocabulary word, the teacher will write it on the board in both Spanish and English and pronounce it to the best of their abilities in Spanish. It is very possible that the ELL’s have heard the word in Spanish before and will better understand it and make connections to it now in English having heard it in their native tongue. The teacher will also have a pre-printed visual of the word meaning, and act out the meaning for the students. For “Justice” the teacher might point to the chart of school rules or pretend to be a policeman “serving and protecting”...

Group Work: (about 8-12 minutes)

- After reading story and going over each and every page and phrase in depth, the teacher will divide the class into groups of four or five students and give each group a phrase. ELL’s should be spread out and placed in groups with EO students to assure clarity. Groups will have 8-10 minutes to come up with a short 1-2 minute fun academic skit that

demonstrates the meaning and their understanding of the phrases directly from the Preamble to the Constitution of the United States

- Phrases include:
 - In order to form a more perfect union...
 - Establish justice
 - Insure domestic tranquility
 - Provide for the common defense
 - Promote general welfare
 - And secure the blessings of liberty to ourselves and our posterity
 - To ordain and establish this constitution for the united states of America

*Students are encouraged to use supplies found in the classroom to better serve their skits such as markers and chart paper.

Group Presentations: (about 15-20 minutes)

- Groups will act as professional actors and audience members do and present their skits in front of the class using previously taught and acquired etiquette.
- Prior to their skit, group will recite their phrase in front to the class so the class has an idea what the skit is going to be about.
- After the skit, the audience will be open for questions and encouraging and uplifting words of commandment for all actors.

Closing (3-5 minutes)

- Go over all words on the word wall as a class
- Ask students to share one thing they either learned, one new word meaning, something they enjoyed, were excited about, would like to change for next time, or found interesting from the activity, reading, and lesson.

Lesson Reflection Notes *(after teaching)*

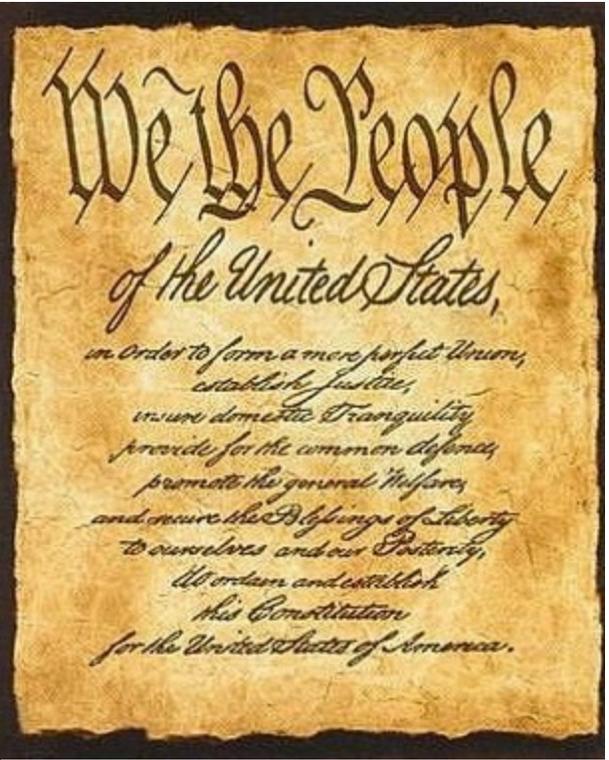
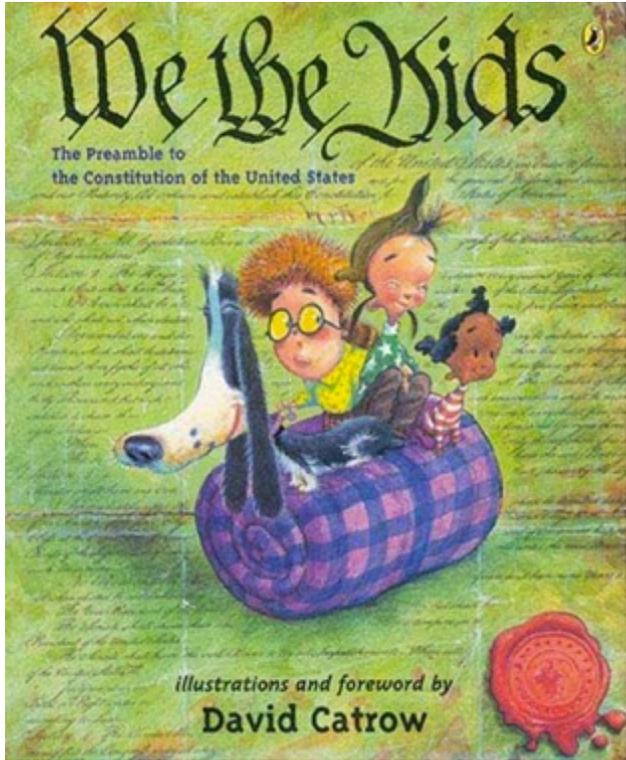
What worked was the group allocation. Having ELL’s partnered with EO’s really helped the ELL’s understand the directions, objectives, and concepts a lot better. Also, engaging students actively in role-play brings out sides of students I have never seen before. Some students might not offer much in the way of class discussion but they sure can act! It is refreshing to mix up the curriculum, integrate different core subjects, and produce an amazing product that students actually remember!

What didn’t work was maintaining the level of noise in the classroom during the allocated 8-minute skit making. Next time I might designate a star student who has proven to be a model citizen as the group leader. This student will remind their group to keep their voices down when it starts to get too loud.

Next time I would like to have more time to pre-teach the concept of the Preamble and the Constitution. A multi-media animated video or kid-friendly song would be a nice touch! The words and concepts introduced can be confusing for learners especially ELL’s if they aren’t taught right and there isn’t enough scaffolding. Also, I would like to announce that the group that works the best together during skit making will get a “bonus buck, gold star, teddy bear...” This will motivate and drive students to do their best!

Rubric for Theatre integrated Social Studies Lesson on 10/28/15

Evaluative Criteria Category	Level 1: Below Expectations	Level 2: Meets Expectations	Level 3: Exceeds Expectations
Able to listen attentively to the story, <i>We the Kids: The Preamble to the Constitution of the United States</i>	Student was not listening attentively during the reading	For the most part, student was listening attentively during the reading	Student was listening attentively during the entire reading
Actively engaged in discussions and showed enthusiasm during the lesson and group activity	Student showed little to no active engagement in whole group discussions and group activity	Student showed some active engagement during discussions and group activity	Student was actively engaged in both whole group discussions and group activity
Worked well with others and played an active role in group direction and production of the skit	Student was unable to be an active team player, did not get along well with group members, or had no active role in group skit	Student may have had turmoil with group but resolved it and somewhat helped group with overall production of skit	Student worked well with others and played a valuable and active role in the direction and production of group skit
Able to be an active, engaged, and appropriate, well-mannered audience member	Student was unable to focus during skits, was disruptive, and/or demonstrated negative connotations towards performers	Student may have been distracted or showed lack of interest during others performances but was not disruptive to the rest of the class	Student was an active, engaged, and well-mannered audience member and may have asked compelling questions or comments at the end
TOTAL: ___ / 12			
NOTES:			



Lesson 7:

Candidate Jackie Brady	Date Fall, 2017	Grade level Kindergarten
Subject & topic Social Studies. Citizenship	<input type="checkbox"/> Single-day lesson <input checked="" type="checkbox"/> Multi-day lesson	<input checked="" type="checkbox"/> Whole-class lesson <input type="checkbox"/> Small-group lesson
English Language Development levels of students in the class: <input checked="" type="checkbox"/> Emerging (Beginning) <input checked="" type="checkbox"/> Expanding (Intermediate) <input checked="" type="checkbox"/> Bridging (Advanced)		Name of instructional model <input checked="" type="checkbox"/> Direct instruction <input type="checkbox"/> Inquiry or problem-based
		Scoring rubric attached? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Objective/s:

- To activate prior knowledge from the previous lesson on rules, students will actively participate in a brief whole group read-aloud and page-by-page collaborative review of the story *We the Kids: The Preamble to the Constitution of the United States* written by David Catrow.
- Students will recognize and define the concepts in the Preamble and create an illustration of a word from the word wall that they like, write the word on the back of their illustration, and then have the class try to guess the word based on their illustration, examples, actions, and descriptions.

Content Standard/s:

History and Social Science Content Standards for California Public Schools:

Learning and Working Now and Long Ago

K.1 Students understand that being a good citizen involves acting in certain ways.

1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.

K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.

Visual Arts Content Standards

4.0 Aesthetic Valuing: *Derive Meaning*

- 4.1 Discuss their own works of art, using appropriate art vocabulary (e.g., color, shape/form, texture).

California English Language Arts Content Standards for Public Schools:

1.0 Writing Strategies

Students write words and brief sentences that are legible.

Organization and Focus

- 1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.
- 1.3 Write by moving from left to right and from top to bottom.

Penmanship

- 1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.

California English Language Development Standard/s:

Interacting in Meaningful Ways: Expanding English Language Learner

1. Exchanging information and ideas

Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.

3. Offering opinions

Offer opinions in conversations using an expanded set of learned phrases (e.g., *I think/don't think X. I agree with X*), as well as open responses, in order to gain and/or hold the floor.

5. Listening actively

Demonstrate active listening to read-alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.

9. Presenting

Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author's chair, recounting an experience, describing an animal).

Materials:

- *We the Kids: The Preamble to the Constitution of the United States* by David Catrow

- YouTube video "School House Rock -The Preamble"
- Lyrics to song "School House Rock -The Preamble" largely written on chart paper
- White construction paper, crayons, markers, pencils and erasers
- White board or chart paper with dry-eraser markers

Classroom Management Strategies, Room Arrangements, and/or Student Grouping Plan:

- Students will be seated on the rug in their pre-arranged spots for the whole group lesson.
- In order to get and keep students attention, positive reinforcement will be given to those who are acting as model citizens. (hearts, teddy bears, tiger awards, their name up on the board with a smiley face...)
- If students cannot seem to behave they will get an initial warning and their name will appear on the board with a check mark. This reminds those individual students that they have already been warned once. If students continue to cause a disturbance in the classroom even after a warning, they will be asked to go sit at their desk and return to the group when they feel they are ready to be non-disruptive active listeners.

Differentiation, Modifications, and/or SDAIE/ELD Strategies to be implemented:

- There are no GATE students or students with special needs in my classroom but there is a group of students that are being assessed for placement into both. There are however eight expanding English Language Learners. Depending on the students needs, different level questions may be asked to different level students.
- More will be expected from higher-level students in terms of questions asked, inferences made, making connections with prior knowledge, and overall responses. These students possess higher-level thinking processes than mainstream students.
- English learners will do their best by responding with simple words and phrases and/or in complete sentences. Students with lower cognitive functioning may contribute to the discussion by answering simple yes or no questions, pointing to picture files when asked a question, or posing questions on their own.
- The instructor will provide ample visuals, hand gestures/body movements, all words on the word wall translated in Spanish, and speak slowly during reading and discussion for maximized comprehension for all.

Vocabulary to be re-emphasized from yesterday's lesson: (Word wall words)

Citizenship, Preamble, Freedom, Rights, Constitution, Society, Liberty, Union, Justice, Tranquility, Defense, Welfare, Liberty, Posterity

Note: These words are well above a kindergarten level but they are all mentioned in the reading so they should all be simplified and defined for students multiple times throughout the 3-day unit.

ND constructs this lesson addresses:

- Language Memory Attention Temporal-Sequential Ordering
- Spatial Ordering Social Cognition Neuromotor Higher Order Cognition

Activities highlighting ND construct(s):

Language: Contributing to the group discussions. Using receptive language to process and understand incoming information

Attention: Staying on task, focused, and listening during the lesson and during independent practice. Exuding mental energy and process controls during lesson

Neuromotor: Illustrations and written words and phrases incorporate fine motor and graphomotor skills

Higher Order Cognition: Asking and answering educated questions to the best of ones abilities. Making meaningful connections between text and real life experiences. Unique and meaningful illustration to describe a word meaning.

Strategies highlighting ND construct(s):

Language: Students will be using listening, speaking, and writing skills during group discussion and independent practice. Ultimately students will be simplifying definitions of complex or new vocabulary words through illustration and receptive language.

Attention: Students will be commended if they are listening with attention. Students will be encouraged to focus and work successfully independently in order to produce quality work.

Neuromotor: Students will be producing illustrations using crayons or markers. They will also be writing words using guidelines to help keep letters the correct size and use proper spacing between each letter.

Higher Order Cognition: Students will be asked questions that will help them to dig deeper and make stronger inferences. “Why” questions will be emphasized to the class as well as making connections between prior knowledge and the reading. Students will also be producing creative illustrations to define a word where visuals will be provided for support.

Opening (2-4 minutes)

Motivation:

- Have students gather on the rug in their assigned seats and ask them to raise their hand if they like to sing, like to listen to music, or like to hear new songs. At this point hopefully all students have their hands raised because they are excited and really do like music!
- Ask students if they remember what yesterday’s lesson was about and if anyone can tell us a little bit about what they can recall.
- After this, share with students that you found an engaging and fun song for kids that sings all about the Preamble to the Constitution!

Body of the Lesson (about 55 minutes)

Directed Lesson: (about 30 minutes)

- Go to <https://www.youtube.com/watch?v=yHp7sMqPL0g> and watch the short 3:00 video titled “School House Rock -The Preamble” that has over 1,000,000 views and is fun and engaging for kids! Make sure you sing along to the song!
 - While the song is playing, track the words so that students can follow along.
 - After the song is complete, recite the chorus together as a class while referring to the written chorus on the chart paper
 - Replay the chorus section of the song so that students can now sing along!
- After this, have a brief overview of the story and themes of *We the Kids: The Preamble to the Constitution of the United States* by David Catrow is necessary to activate prior knowledge.
- Now go over all words on the word wall in depth because this is the word pool students will be choosing from to create their illustrations. Word wall words should be discussed, defined, explained, chorally repeated, used in context and in sentences, and connected to images, defined with body movements, and hand gestures and anything else to get students to understand their definitions.
- Discuss assignment to students and show them a teacher-created example.
 - “You will be creating an illustration to define one of the words on the word wall. On one side is your illustration, on the other is the word. We will be sharing these with the class after so do your best. No copying one another. You are all creative and I know you can think for yourselves and do this on your own! Let me know if you need help getting started.”

Independent Practice: (about 15 minutes)

- Call on students individually according to how well they behaved during the directed lesson to come up to the supplies table and collect a piece of construction paper and a package of crayons or markers and a pencil and instruct them to return to their desks.
- Let students know that if they need any help they can raise their hand or ask a classmate.
- As the teacher, monitor progress by walking around the room and making sure everyone is working efficiently.
- For early finishers, have them write the word in a meaningful sentence on the back as well.

Presentations: (5-10+ minutes)

- Depending on time, either have the whole class or a select few students present their creation. Inform the class that their task is to figure out which word is being depicted without seeing or hearing the word. Inform the presenter that it is their task to describe their illustration and word without saying the word.
- Ask students to share their illustration with the class. Students will be encouraged to become actors and act out, describe, and define their word without actually saying the

word. The audience will be prompted to guess what the word based on the actors interpretation.

- For example, if the word was *citizenship* the presenter might say that the little boy in their drawing is helping their grandma cross the street. What does this show?
 - Presenter will only call on audience members who have their hand raised nicely and are not shouting... “Good Citizenship! Citizenship is the word!”
- Continue this for the entire class or a few more students you know have a variety of words from the word wall so that not all the same words are presented.

Closing (3-5 minutes)

- Monitor the students to make sure they are on task.
- Have students clean up their work stations and surrounding areas
- Once students are finished, they will have to have their work checked by the teacher.
 - Does their illustration include their first and last name?
 - Did they write their word on the back of the illustration?

Lesson Reflection Notes (*after teaching*)

What worked was going over the words on the word wall right before the independent practice. Information was fresh on student’s minds so they were able to put it to paper efficiently without prompting. Also, reiterating the Preamble in an alternative form (music) seemed to engage a lot of students that would have otherwise been somewhat disengaged. A sign of effective teaching is someone who using multiple outlets and strategies to get information across for all types of learners.

What didn’t work was when I played the new song before going over the lyrics with them. Students weren’t able to sing along because they didn’t know the words and it was awkward singing the song on my own when I know many students would have loved to sing with me. Next time I would go over the lyrics on chart paper first as a class and then play the song so that students can sing to the best of their abilities.

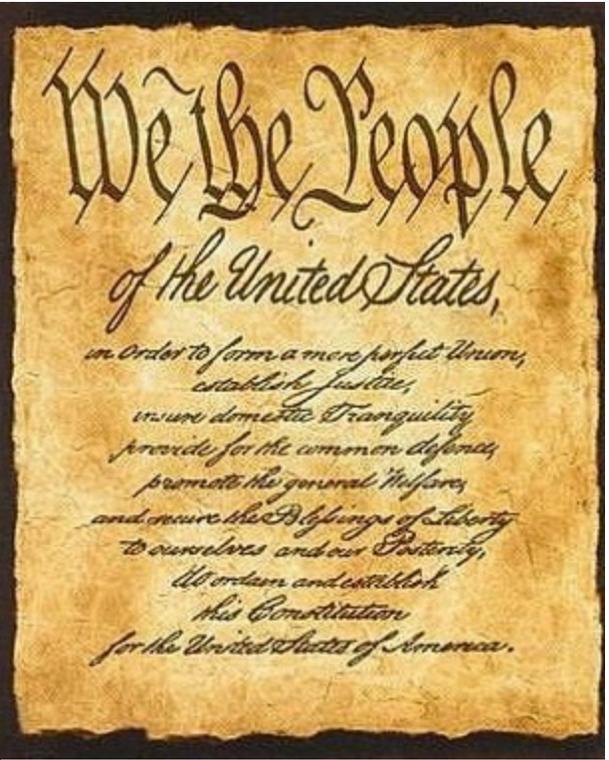
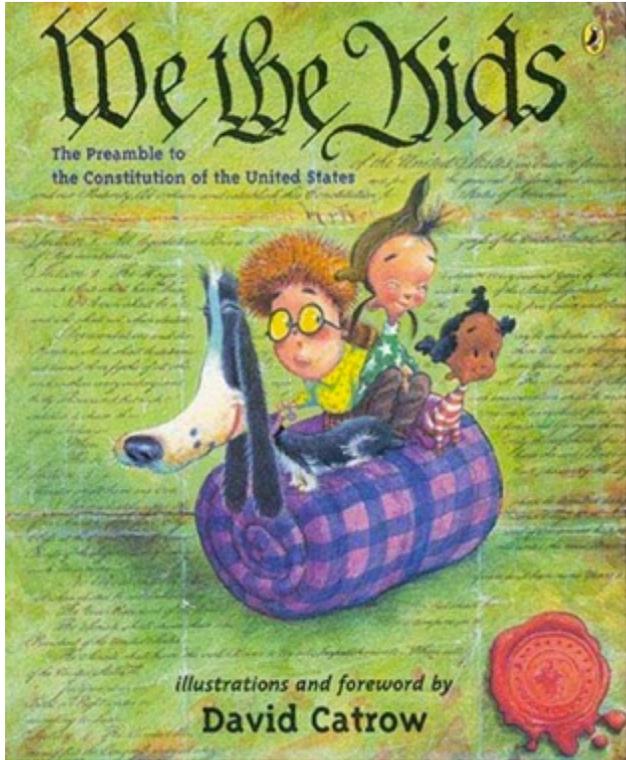
Next time I would like to play a round robin guessing game with students and their illustrations. I would like them to get exposure partnering up with classmates they don’t usually talk to and communicating with them. I would have members of each table partner up with members of an adjacent table to guess their word and vice versa. Then switch again so that interactive learning is optimized!

Rubric for Social Studies Lesson on 10/29/15			
Evaluative Criteria Category	Level 1: Below Expectations	Level 2: Meets Expectations	Level 3: Exceeds Expectations
Able to listen attentively and engage in group discussion	Student was not listening attentively or engaged during the discussion	For the most part, student was engaged and listening during the discussion	Student was engaged and listening attentively during the discussion
Able to work efficiently and effectively during independent practice	Student was disturbing others and could not focus on given task	Student may have been off task at times but showed some effectiveness in completing task	Student was on task, effective, and efficient in completion of the allocated activity
Illustration is neat and meaningful to word chosen	Students illustration or word is missing or both are not legible and clearly rushed	Students illustration and/or word is sloppy but do relate to one another	Students illustration directly relates to the word it is associated with
Presentation is descriptive and engaging and audience is able to define word based on description and illustration	Student was unable act out or define word and no one in the audience seemed to understand what they were talking about and their illustration didn't do the word justice	Student was able to semi describe their word but they could have put more effort into their presentation. Some members of the audience seemed a quite lost.	Student was able to describe their word in a creative manner, the audience was excited, and everyone was able to guess the word based on their description or act
TOTAL: __ / 12			
NOTES:			

*****Photographs and books used for this lesson are the same as the previous lesson.**

Other Resources:

“School House Rock -The Preamble” : <https://www.youtube.com/watch?v=yHp7sMqPL0g>



Lesson 8:

Candidate Jackie Brady	Date Fall, 2017	Grade level Kindergarten
Subject & topic Social Studies. Citizenship	<input type="checkbox"/> Single-day lesson <input checked="" type="checkbox"/> Multi-day lesson	<input checked="" type="checkbox"/> Whole-class lesson <input type="checkbox"/> Small-group lesson
English Language Development levels of students in the class: <input checked="" type="checkbox"/> Emerging (Beginning) <input checked="" type="checkbox"/> Expanding (Intermediate) <input checked="" type="checkbox"/> Bridging (Advanced)	Name of instructional model <input checked="" type="checkbox"/> Direct instruction <input type="checkbox"/> Inquiry or problem-based	
	Scoring rubric attached? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Objective/s:

After an interactive discussion on national symbols, students will create a bald eagle paper bag puppet using a variety of medium and art supplies.

Content Standard/s:

History and Social Science Content Standards for California Public Schools

K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.

California English Language Development Standard/s:

Interacting in Meaningful Ways: Expanding English Language Learner

1. Exchanging information and ideas

Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.

3. Offering opinions

Offer opinions in conversations using an expanded set of learned phrases (e.g., *I think/don't think X. I agree with X*), as well as open responses, in order to gain and/or hold the floor.

5. Listening actively

Demonstrate active listening to read-alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.

Visual Arts Content Standards

2.0 Creative Expression

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

- 2.1 Use lines, shapes/forms, and colors to make patterns.
- 2.2 Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating a three-dimensional construction.
- 2.3 Make a collage with cut or torn paper shapes/forms.

Materials, Technology, Visual Aids:

Photographs of national symbols:

- The Statue of Liberty, bald eagle, American flag, Mount Rushmore, President Obama, the U.S. Military, and the White House

Brain Pop Junior video on National Symbols

- <https://jr.brainpop.com/socialstudies/citizenship/ussymbols/>

Brown paper bags (enough for entire class)

Multi-neutral colored feathers (brown, white, black, beige...)

Markers, crayons, colored pencils or paint

Scissors

White construction paper

Bald eagle template printed on white hard-stock paper (enough for entire class)

Classroom Management Strategies, Room Arrangements, and/or Student Grouping Plan:

- Students will be seated on the rug in their pre-arranged spots for the initial whole group discussion.
- In order to get and keep students attention, positive reinforcement will be given to those who are acting as model citizens. (hearts, teddy bears, tiger awards, their name up on the board with a smiley face...)
- If students cannot seem to behave they will get an initial warning and their name will appear on the board with a check mark. This reminds those individual students that they have already been warned once. If students continue to cause a disturbance in the classroom even after a warning, they will be asked to go sit at their desk and return to the group when they feel they are ready to be non-disruptive active listeners.

Differentiation, Modifications, and/or SDAIE/ELD Strategies to be implemented:

- There are no GATE students or students with special needs in my classroom but there is a group of students that are being assessed for placement into both. There are however eight expanding English Language Learners. Depending on the students needs, different level questions may be asked to different level students.
- More will be expected from higher-level students in terms of questions asked, inferences made, making connections with prior knowledge, and overall responses. These students possess higher-level thinking processes than mainstream students.
- English learners will do their best by responding with simple words and phrases and/or in complete sentences. Students with lower cognitive functioning may contribute to the discussion by answering simple yes or no questions, pointing to picture files when asked a question, or posing questions on their own.
- The instructor will provide ample visuals, hand gestures/body movements, all words on the word wall translated in Spanish, and speak slowly during reading and discussion for maximized comprehension for all.

Vocabulary to be introduced:

Symbol, flag, statue of liberty, bald eagle, liberty bell, President Obama

ND constructs this lesson addresses:

- | | | | |
|---|---|--|---|
| <input type="checkbox"/> Language | <input type="checkbox"/> Memory | <input checked="" type="checkbox"/> Attention | <input checked="" type="checkbox"/> Temporal-Sequential |
| Ordering | | | |
| <input type="checkbox"/> Spatial Ordering | <input type="checkbox"/> Social Cognition | <input checked="" type="checkbox"/> Neuromotor | <input type="checkbox"/> Higher Order |
| Cognition | | | |

Activities highlighting ND construct(s):

Temporal Sequential Ordering: Following directions through the puppet activity

Attention: Staying on task, focused, and listening to the lesson

Neuromotor: Holding scissors correctly, cutting along the lines, coloring in the lines

Strategies highlighting ND construct(s):

Temporal Sequential Ordering: Students will have to listen carefully to directions in order to glue all pieces of the eagle in the correct locations on the paper bag.

Attention: Students will be commended if they are listening with attention and the bald eagle puppet will require a lot of attention in order to create.

Neuromotor Students will be have to properly use scissors with precision, have to color inside

the lines, and use grapho-motor and fine motor skills .

Opening (2-3 minutes)

Motivation: To motivate students the teacher will bring all students to the rug and begin by pointing to the American flag that is hanging in the classroom and asking students if they knew why it was so important. What does it symbolize?

Body of the Lesson (about 45 minutes)

Directed Lesson: (about 30 minutes)

- Teacher will activate and brainstorm any prior knowledge on national symbols that students might have.
 - What is a symbol?
 - Teacher will hold up photographs of national symbols one-by-one and see if students can recognize them and donate any information to the class.
 - Teacher will tape all national symbol photographs on the white board and with a dry eraser pen write all brainstormed information.
 - During this brainstorm, teacher will ask questions such as, “What do you think this stands for and where is this symbol found?”
- After this, teacher will share 5-minute Brain Pop Junior National symbol video with students and pause after each symbol to add more information to white board.
- Proceeding video, new information will be added to the discussion board under each national symbol.

Independent Practice: (about 15 minutes)

- The teacher will have all students return to their desks for the independent activity.
- Students will be creating bald eagle paper bag puppet using a variety of medium and art supplies.
- Supplies managers will give each student a paper bag. Teacher will show students an example of a finished product so that they know what they are doing.
- First students will need to get familiar with their bags so the teacher should walk through the different parts of the bag (front and back, flap, puppet side, back side, top and bottom). Then have students stick hand in bag to demonstrate puppet feature.
- Teacher will now have supplies managers hand out bald eagle template, a bag of feathers per table, glue, scissors, and markers or crayons.
- Students will first color and cut all shapes.
- Step-by-step assembly of the bald eagle puppet will be done in unison with the class in an attempt to keep everyone on task and make sure all students (especially ELL’s) get all steps correct.
- After this, students will be free to add a few feathers to the wing.

Closing (3-5 minutes)

- Monitor the students to make sure they are on task.
- Have students clean up their work stations and surrounding areas
- Once students are finished, they will have to have their work checked by the teacher.
 - Does their puppet have their first and last name?
- If all of these requirements are complete, students may opt to:
 - Read their big box of books
 - Practice their vocabulary cards
 - Sequence the letters of the alphabet
 - Play the “sound segmenting” game
- Once the time allocation is up and most of the students are finished with their work, the teacher will redirect all students to the rug to discuss whether or not they met their objectives.

Lesson Reflection Notes *(after teaching)*

What worked was showing primary source photographs of the national symbols and hanging them on the board. I feel that the ELL’s in my class especially were able to relate to what I was talking about. They may not know what the Statue of Liberty is when I just say, “The Statue of Liberty.” But when I say it, show the photo, and even back it up with a video, they were definitely able to make the connection. Photographs are a strong tool for teaching that I try to use in most of my lessons.

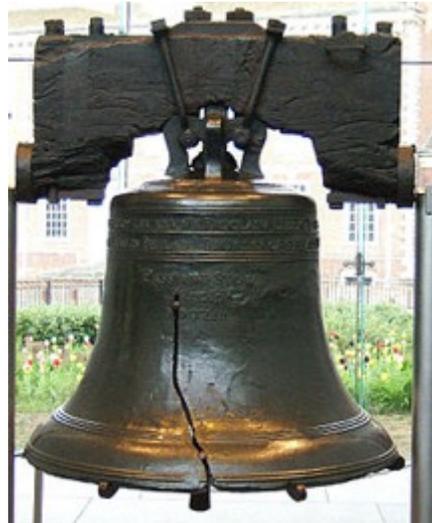
What didn’t work was classroom management and handing out the feathers long before they were actually used. Students immediately started playing with them and even after I made it clear to not touch them they were distracted and excited by just looking at them.

Next time I would hand out the feathers to students who were ready for the feathers. I would only give them a handful each to avoid overuse and I would make sure all pieces of their puppet were glued in the correct places. I noticed that even after walking through each step one-by-one with the class, some students were unable to glue the pieces in their correct places.

Rubric for Social Studies Lesson on 10/30/15			
Evaluative Criteria Category	Level 1: Below Expectations	Level 2: Meets Expectations	Level 3: Exceeds Expectations
Able to glue cut pieces of puppet in the correct places	4 or more of the 9 cut pieces are missing or glued incorrectly	1-3 cut pieces of the puppet are missing or glued incorrectly	All 9 cut pieces of the puppet are glued in the correct places
Able to use scissors and cut along the lines of the template	Student was unable to hold and use scissors properly and was unable to cut on the lines and may have butchered images to the lack of recognition	Student may have been able to hold or use scissors properly however was unable to cut close to the lines on more than half of the images	Student was able to hold and use scissors properly and cut precisely along the lines for all images
Able to allocate correct colors for different parts of the eagle. (Head is white, feathers are brown, black or neutral, claws and beak are orange)	Student was unable to use the correct colors for most or all parts of the eagle or student neglected to color any parts at all	Student was able to allocate correct colors for almost all parts of the eagle or may have left a few of the parts without color	Student was able to allocate all correct colors for all parts of the eagle
TOTAL: __ / 9			
NOTES:			

Primary Source photographs to be printed:



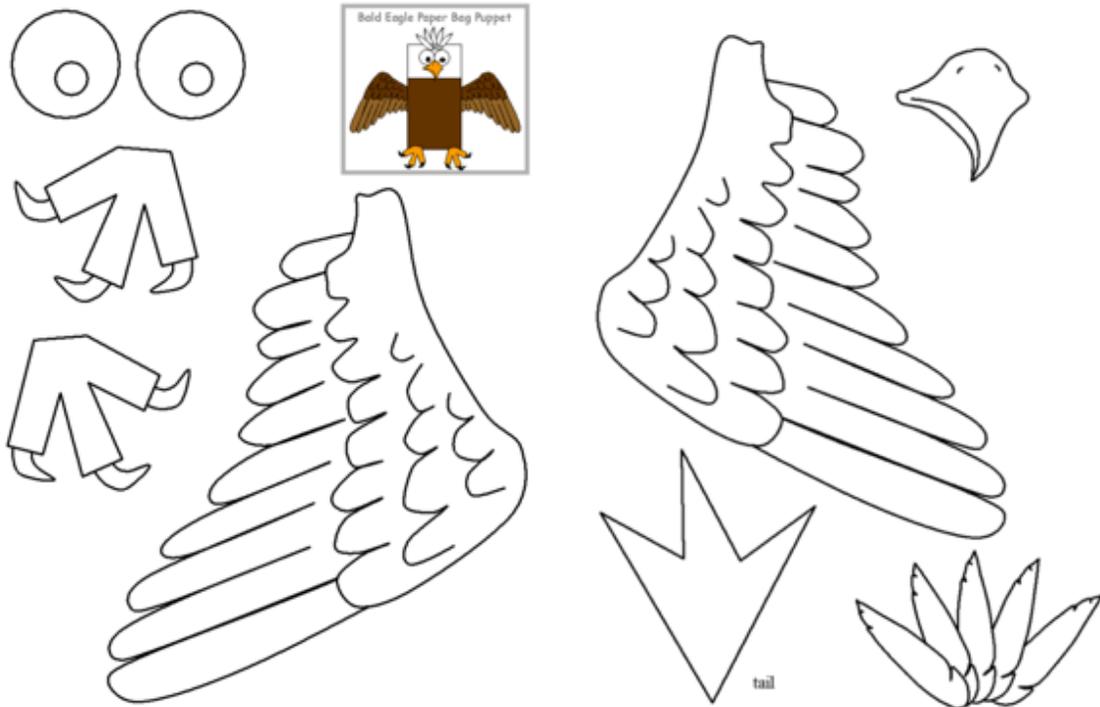




Brain Pop Website:

<https://jr.brainpop.com/socialstudies/citizenship/ussymbols/>

Bald eagle puppet template: (Resize)



Chapter 5

Discussion and Implication

Kindergarten education is enhanced by the inclusion of multicultural literature. In particular, the stories written by representatives of different cultures represent cultural heritages and allow access to the same concept from different perspectives. Given that this unit seeks to teach good character and citizenship to kindergarten students, the multicultural literature for children gives understanding of being a decent citizen from different angles. The short stories and folktales from different countries reveal cultural specificity of the countries, speak about diversity and model positive attitudes toward it, and develop tolerance to different people, both minority and majority, as individuals.

Multicultural literature has distinguished effects for both students and teachers. Minority students feel acknowledged and accepted when their culture is being recognized and on the contrary, students from the mainstream culture discover that there are other perspectives and approaches to doing things that are just as treasured as their own. As educators, learning about other cultures might open our eyes to perceive that what we may think is an unusual form of misbehavior is actually considered a sign of respect in another culture. Students may think that they are behaving appropriately when really they may be doing the opposite of what you asked them to do simply because they did not understand the directions. (Boles, 2006)

Besides teaching to understand differences, accept different people as equal, avoid stereotyping or tokenism, multicultural literature aims to discuss issues and concepts well-presented throughout the world while fostering positive self-concepts and identity. Thus, authentic dialogues, descriptions of authentic culture, portrayals of different people, variety of

genres, and most importantly, different mentalities, create an aggregate picture of the discussed issue or concept.

Purpose and Goals

The significant value of multicultural literature for developing good character and good citizens in kindergarteners defines the specific purpose of this literature in the unit. Particularly, the purpose of this unit of instruction is to support the notion that character education through the lens of culturally diverse perspectives will promote good character and moral citizenship in kindergarten students. Consequently, the unit achieves several goals to reach the purpose. In particular, these goals are practical, educational, developmental, and affective.

Developmental goals are realized through developing morality, sense of community, sense of national belonging, patriotism, and respect to other cultures. Educational goals are also important in the unit, since they help the kindergarten education to gain a smooth transition from upbringing to educational function. Educational goals are reached through giving definitions to the concepts to be learned, discussing their presence in the short story, and discussing real-life examples. Affective goals are reached through developing morality, receiving and responding to feelings and emotions, and internalizing values and beliefs.

The unit also focuses on practical goals, which include obtaining speech competence, linguistic competence, and socio-linguistic competence. Activities, such as reading texts aloud, listening to audio recordings, watching videos, learning new words, speaking activities, and collaborative group projects, which are present in the unit, are aimed to improve speech and linguistic competences in kindergartners. Meanwhile, socio-linguistic competence, one of the main focuses of the unit, is obtained through becoming familiar with cultural heritage of other

nations when reading the short stories for children. Finally, strategic competence obtained in the unit through learning which actions are considered applicable and non-applicable for good citizens who keep to moral and legal laws, who respect the authenticity of their culture, and respect other cultures. Thus, the unit is diverse in its goals, which all are directed at the single purpose – developing good moral citizens.

The eight-day unit was created in such a way that the learners become familiar with global notions, such as morality and citizenship, prior to learning what one should do to become a good citizen. Given that the learners are not likely to have any background knowledge on any of the topics of the unit, every lesson gives some time to explain and exemplify concepts and notions which present a potential difficulty for learners' understanding.

The standards for kindergarten education are met in all lessons. To be more specific, all eight lessons rely on California common core or content standards, meet lesson language objectives, and California English language development standards. The lessons develop children's creativity and innovation, critical thinking and problem solving, collaboration, and communication. Moreover, the language needs of all types of learners, including the ones with emerging English proficiency, expanding proficiency, and bridging proficiency, are met during the lessons. Finally, the lessons ensure that no child is left behind. Particularly, all lessons discuss the words which might be difficult for children with emerging English proficiency; incorporate aural and visual perception of the texts to ease the perception of the material for struggling readers; include tasks that allow self-expression for high-achieving students; and use interactive tasks and physical/ kinesthetic activities, which are especially necessary for students with attention problems or hyperactivity/impulsivity.

The Implementation of the Lessons

The unit is developed so that it can become a substantial part of a kindergarten curriculum. All lessons of the unit are worked out thoroughly and every lesson is a smooth transition to another lesson, so that together they present a coherent theoretical and practical basis for kindergarten students. Finally, all lessons of the unit align with the requirements to the lessons for kindergartens, stated in California common core or content standards, Lesson language objectives, and California English language development (ELD) standards. This eight-day unit is a foundational unit to get teachers familiar and on track to incorporate multicultural literature into future lessons.

Anticipated Results and Implications

It is expected that students participating in this eight-day unit will ultimately achieve a better understanding of moral judgment by means of ethical citizenship than those who are not immersed with an array of multicultural literature. This unit presents itself in early kindergarten because according to Piaget, the Preoperational Stage (two to seven years old) is the stage in which psychological development of children is at its forefront. Children at this stage of life are usually very egocentric and believe that they are at the center of the world and can only conceptualize differentiated viewpoints if they are brought forth in a tactile manner. This study seeks to achieve this in a non-threatening way where students begin to think and act morally on their own terms.

It should be noted that once students dive into multicultural literature, their perspectives of things that once seemed to be highly valued (materialistic things) may not be so significant anymore. Due to a realization and openness toward other cultures that may not be as wealthy as

ours, students will hopefully see the value in possessing good character over physical possessions. The values that our children learn today will determine the type of life they lead and live as adults. Obtaining these good character values in the Preoperational Stage will help shape their sense of right from wrong, their behaviors, their motivations, and the way they choose to spend their time and money.

By guiding students to pinpoint the moral value of a story, they will indirectly take in the moral lesson. Encouraging discussion where students' have a chance to actively confront and cope with moral issues that can be viewed across the world, will give them opportunities to consider other viewpoints and ultimately learn how to work out and accept difference and develop conceptions for what is fair and just.

The goal of this unit is to promote good character and moral citizenship in kindergarten students. Doing so through culturally diverse perspectives and multicultural literature was the method exemplified in this eight-day unit. Embodying good character, social justice, and making ethical decisions can also be taught through other subjects such as physical education, theater, art, history, and social studies. Integrating moral development and moral education into all subject's areas could be the answer.

According to research conducted by Ford et al (1999), there are six main goals in teaching children multicultural literature. These goals are:

1. Multicultural literature increases a sense of self-worth, a sense that we have a chance for a successful future, and lays the foundation for developing cultural pluralism.
2. Multicultural literature will help achieve educational equity.
 - a. An equal chance to learn.

- b. Clear educational outcomes.
 - c. Equal conditions for students to grow to their fullest potential cognitively, academically, and affectively.
3. Working towards cultural pluralism to encourage equitable learning.
 4. Create an uplifting sense of empowerment in students to become self-sufficient learners.
 5. The ability to work harmonious with one another.
 6. Educating from a multicultural perspective by examining assumptions and stereotypes.

With that being said, unlike other types of literature, multicultural literature creates a sense of belonging and brings people closer together regardless of their culture, beliefs, and ethnicity.

This unit was created as a basis for an entire academic school year that is centered around character education and moral citizenship. Until children can think ethically, they will not be able to behave ethically. It is a teachers' duty to introduce and integrate this at the commencement of kindergarten so that students have a strong underlying foundation that they can build upon for years to come. Once students begin to act on core ethical values and genuinely care about them, attitudes and actions are formed. These are the hallmark of safe, healthy, and informed communities that serve as the foundation of our society. Character education instills the habits of thought and deed that support us in living together as one nation and one people.

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Appendix.

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