

Final Synthesis Paper

Allison Hoffman

University of Mary

Dr. Carmen Cain

This paper will include information on all the themes we discussed throughout the semester in C/I Assessment. There are ten different themes included in this paper, and I will describe each theme in detail. Also, I will provide an artifact I have created for each theme in order to showcase what the theme looks like. Further, I will explain how each theme will guide my future classroom and how I will implement the theme in my classroom. I will conclude this paper by describing how I picture my future classroom looking.

In this section, I will explain each of the ten themes we covered in class, and then explain how I will implement each theme into my future classroom. The first theme is from chapter 1 and discusses the effective teacher. We discussed how an effective teacher must be consistent and proactive in the classroom rather than permissive and inconsistent. Also, effective teachers are able to establish well-implemented routines and transitions throughout the day. Finally, effective teachers have excellent classroom management which includes developing groups through forming, storming, norming, and performing, and are also able to establish effective rules and procedures. I will certainly use this procedure in my future classroom to create effective groups. (See Appendix A for examples on how to handle each stage of forming, storming, norming, and performing.) Further, I will implement the theme of effective teaching in my classroom by establishing routines and procedures in the beginning of the year, and make sure every individual understands the information. I will also be sure to be consistent in my enforcement of procedures throughout the school year.

Chapter 2 was all about understanding your students. We discussed how each student learns differently, and discussed multiple intelligences. Some of these intelligences include spatial, bodily-kinesthetic, intrapersonal, interpersonal, and more. All students come from different backgrounds, families, socio-economic statuses, etc. All of these things will impact the

way a student learns and influence which kind of intelligence they have. Therefore, is it extremely important for teachers to be able to adapt their teaching and differentiate their lesson plans. In addition to knowing how each student learns, it is crucial that teachers understand their students as individuals and get to know who they are. (See Appendix B for an example on how I will get to know my students). I will implement the theme of getting to know my students by utilizing a similar tool as shown in appendix B. It is extremely important for teachers to understand their students on a personal level and develop relationships with each of them. I plan to create relationships with all of my students if possible, and I hope I will be able to understand each and every one of my students on a deeper level.

The next theme we discussed was classroom management in chapter 3. Classroom management entails many things that a teacher must have in their classroom in order to be an effective classroom manager. One thing we discussed was the importance of establishing an effective classroom climate in which the classroom is organized, the students are comfortable in their social environments, and there are established rules and procedures. (See Appendix C for an example of my future class rules). It is important to make sure that all of these aspects and more exist in a classroom in order for it to run smoothly. I will implement this theme into my classroom in the future by making sure I have a safe and comfortable environment for all of my students. I will make sure that each of them feels comfortable speaking in class and talking with their classmates. Also, I will make sure to enforce my rules and procedures at the beginning of the year and continue to enforce them throughout the school year. I will be sure to display them on an eye-catching poster and put them in plain sight to all of the students so they will always be visible.

Chapter 5 included information about the theme of Goals, Standards, and Objectives. First, we defined each of the three terms. Goals are a general expression of our values that give us a sense of direction. Standards are derived from goals to more specifically identify what must be accomplished and who must do what in order to meet a goal. Finally, objectives convey the specific behavior to be attained, conditions under which behavior must be demonstrated, and proficiency at which the behavior must be performed. These are all things that a teacher must consider when making lessons for their students. Specifically, we discussed common core standards and objectives in class. (See Appendix D for in-depth information on what I learned from the common core site). This website was very helpful to me insofar as it taught me a lot about the common core which I did not know before, and it also showed me what appropriate standards and objectives look like. I will definitely implement the theme of goals, standards, and objectives in my future classroom in order to create successful and in-depth lessons. I will utilize my resources such as online websites and other professionals in order to create successful objectives and standards for lesson plans.

The next theme we discussed in class was from chapter 6: Unit and Lesson Planning. We discussed the difference between a unit and a lesson to begin. A lesson covers the specific details of a single lesson, while a unit plan includes many different lessons within the same subject or unit. Also, a unit plan will typically last for a much longer time frame than a single lesson. We also discussed vertical and lateral unit planning. Vertical unit planning is a method of developing units within a discipline in which the content to be taught is arranged hierarchically or in steps. Lateral unit planning is often used for planning thematic units that integrate bodies of knowledge across disciplines to convey relationships. For this chapter, we created an interdisciplinary lesson plan (See Appendix E). For this lesson, we combined several different majors of differing

subjects and each created a lesson for Halloween. We integrated necessary parts to create a lesson like gaining attention, stimulating recall of prerequisite learning, providing feedback, and more. I will integrate this theme of unit and lesson planning in my classroom in order to create and deliver successful lessons. I will be sure to implement engaging anticipatory sets within my lessons, recall prior learning, present and model content, provide feedback, and assess the lesson outcome in order to create the best lessons possible.

Chapter 7 discussed the theme of technology integration in the classroom. We discussed how technology is an important aspect in today's society especially. Our society is continually using more technology; this carries over to the classroom as well. Children are learning to use technology at younger ages and are much more accustomed to it. Therefore, technology integration in today's schools is crucial. For this chapter, I made a lesson plan integrating technology into a lesson where the students create a meme based on Romeo and Juliet (See Appendix F). I will implement technology into my future classroom by utilizing lessons such as the one in Appendix F. I understand the need for technology in schools, so I will make sure to make at least a few lessons with technology integration. However, I find it rather difficult to implement technology in an English classroom where so much of the work is reading and writing. Nonetheless, I will still utilize technology in some lessons in order to appeal to different intelligences and preferences within my classroom.

The next theme we discussed was questioning strategies in chapter 8. We talked about convergent and divergent questions. Convergent questions are those that have a single or small number of responses, while divergent questions are more open and encourage a more general response. Both of these questions are important to ask students because they allow students to gain a much deeper understanding of materials. We also discussed the different levels of

questioning: knowledge (remembering), comprehension (understanding), application (transferring), analysis (relating), synthesis (creating), and evaluation (judging). See Appendix G for example questions for each of these levels. I will be sure to implement questions such as the ones in the appendix for my lessons as frequently as I can. Again, it is crucial to ask students differing levels of questions in order to gain a deeper understanding of material. If students think of material in different ways and interact with it in different ways, it is much more likely that they will retain the information.

The next theme we discussed in class was that of direct instruction in chapter 9. Direct instruction exists as a group of strategies for teaching knowledge acquisition and it takes place in a presentation and recitation format. Also known as active teaching, direct instruction takes place in a series of explanations, examples, practice, and feedback. In appendix H, I have provided an example of a direct instruction lesson plan that I will use when teaching figurative language. Direct instruction is necessary when teaching facts, rules, and similar knowledge. When teaching students new facts or rules, it is much more appropriate to utilize direct instruction in order to convey the material to the students initially. After direct instruction is given, it is crucial that teachers allow time for student practice and review followed by constructive feedback. I will utilize direct instruction in my future classroom in lessons such as figurative language in order to give my students the information they need in order to understand the material. There may be other instances in my English classroom which require direct instruction; I will be sure to present the information, allow my students to practice the material, review it and provide helpful feedback.

On the other hand, we talked about indirect instruction as well. This theme comes from chapter 10 and discusses the importance of direct instructions opposite. Indirect instruction is

mainly student-centered and attempts to get students more involved in learning by observing, investigating, inferring, hypothesizing, and more. This type of instruction is best suited when teaching concepts, inquiry, and problem solving. There are seven teaching strategies we discussed in class that compliment indirect instruction: advanced organization of content, induction and deduction, use of examples and non-examples, use of higher order questions, use of student ideas, student self-evaluation, and group discussion. Indirect instruction also gives students the opportunity to take what they have learned and turn it into a creation of their own. For example, appendix I gives an example of an indirect lesson plan that I can use in my future profession. The lesson plan involves the students taking what they know about figurative language and applying it to a song or poem of their creation utilizing and implementing their own examples of each literary device. This is how I will implement the theme of indirect instruction into my future classroom. I will use this lesson and others similar to it in order to let students understand material in their own way through discovery and investigation.

Finally, the last theme we discussed came from chapter 13: Assessing Learners. For this theme, we discussed the need to assess learners in order to understand where they are at in terms of understanding material. We covered the different types of questions that can be given on assessments, which include true/false questions, matching items, multiple-choice questions, higher-level multiple choice questions, completion questions, and essay questions. We then created a test of our own based on a previously created lesson (see appendix J) that implemented each of these types of questions. We also discussed the importance of asking both objective and non-objective questions to ensure that students were engaging and understanding material as in-depth as possible. We also created a blueprint for our assessments that matches test items to objectives, ensures all content areas are covered in a test, ensures all skills and processes are

covered, and taps into different levels of cognitive complexity. I will implement this theme of assessing learners very frequently in my classroom insofar as I must have an understanding of my students' understanding of material. I will make sure to create assessments like the example in appendix I that utilize as many different types of questions as possible.

Finally, I will provide a brief description of what I hope my future classroom will look like. First of all, I plan to arrange the desks or chairs in pods if possible, and have all of them facing the front of the room. This way, everyone will be able to see me while I am talking. Also, this set up will make group discussions and collaborations much easier. Also, I plan to have all of my rules and guidelines hanging up on the walls in plain sight so every individual can see them. I also plan on having a cell phone cubby at the front of the room where students will drop off their cell phones at the beginning of class; this is how I will take daily attendance.

Overall, I found this class extremely helpful for my immediate and distant future. Not only did I create artifacts to use in my student-teaching portfolio and future classroom, but I also learned a plethora of valuable information to assist in my professional career. Each of the ten themes listed in this paper will be essential to my success as a future teacher, and it is imperative that I understand each theme. I have learned valuable information to better myself as a teacher, learn my students individually, create successful lesson plans, learn how to question my students, know how to properly assess them, and more. This class has certainly offered an enormous amount of information that I will carry with me in the future.

Appendix A

Forming:

- 1) Students (and teacher) will be given a bingo board with statements that certain students will be able to say they can relate to. Ex. I have more than 1 sibling, I have been out of the country, my favorite class is English, math, science, etc. Students will walk around the room and ask each other questions in order to get a bingo on their board. This will help the students get to know each other's interests and also to communicate with one another.
- 2) Students will sit in different seats (hopefully at tables) every day in order to get to know all of their classmates rather than just a few of them. I am planning on utilizing group work in my class, so changing the seating arrangement will allow the students to work with everyone in the class and see how each person learns.

Storming:

- 1) When problems arise, I will address the class as a whole and discuss the issue. I will allow them to each tell me how they feel about the issue (most likely by turning in a small piece of a written explanation). I will then ask the students how they think the problem can be solved, and assist them in coming up with potential solutions; this way, the students will feel more involved with resolving the issue because it was their idea.
- 2) Another strategy to use when storming occurs is to allow groups/students to communicate with one another and assess how their group is functioning. It is important for students to be able to self-assess their groups and try to figure out how to solve any issues that may arise. This can be practiced by giving the groups a few minutes to discuss with one another any conflicts that they may see, and consider solutions to the problem. If they can't do this by themselves, obviously, I will step in and assist them.

Norming:

- 1) One great way to promote the stage of norming is to teach the students about group norms. Norms are shared and understood expectations among every member in the classroom. Class norms allow everyone to participate in class and act in a way that is comfortable for everyone. Norms can be established by getting students into groups and asking them to make a list of norms they feel exist in the classroom. The groups will share their norms with the whole class, and overlapping norms can be displayed on a poster or something similar in the room.
- 2) Another great way to promote norming is to elect a certain group of students responsible for evaluating the class norms to see whether or not they are aiding the class. Also, they will be responsible for coming up with potential solutions or changes to pre-existing norms. These students will be elected by their classmates. Both the candidates and the students will be responsible for working together to make the class norms the best they

can be. (Of course, I will be a part of this as well, but more in the background). I want the students to feel like they have a say in how the class is run.

Performing:

- 1) The performing stage emphasizes individual work. Students want to feel like they can accomplish things on their own and know that they can get things done without teacher assistance. This can be accomplished by giving a group the opportunity to create a project that fulfills an assignment on their own. The students will be expected to regulate the progress of their group on their own and regulate the groups according to its needs.
- 2) Another important aspect of performing is letting the students explore on their own and feel comfortable with going outside of the box. It is very important for students to understand that there are different ways to learn a material and that everyone learns differently. Therefore, groups or individuals will be allowed to come up with different activities or projects to fulfill an assignment according to what works best for them.

Appendix B

ABOUT YOU, TELL ME



Hobbies:

My Name Is:

Three words to describe me:

What do you think of school?

Favorite Subject/Class?

Least Favorite?

Appendix C

Ms. Hoffman's Class

Rules! #Englishrules

- 1) Come prepared to class everyday with necessary materials
- 2) Be in your seat when the bell rings
- 3) Keep cell phones/electronics put away
- 4) Put all trash in the trashcan
#NotYourMaid
- 5) Stay quiet while others are talking
- 6) Respect your classmates and your teachers
- 7) Be responsible (be on time, be prepared, be on top of it)
- 8) No cursing! #NoSailorsHere
- 9) Be polite and helpful to one another
- 10) Keep hands & feet to yourself

Appendix D

Admittedly, I do not know as much about the common core as I should as a future professional in education. Most of what I know about the subject is how controversial and debated it is. I concluded that the common core must be some type of evil, teacher-hated curriculum. However, after reading the information on the common core website, I find myself much more informed. There were several surprising facts I came across while reading that relate to the importance of the common core for students and their parents, and how it was created.

First, the section “Learn why the common core is important for your child” was quite insightful. I found it very interesting and comforting that there is a section devoted solely to “what parents should know.” This proves that the creators of this curriculum acknowledge and understand the importance of students’ parents and how they can be involved in their child’s education. One very important piece of information I took from this section is the point about today’s workplace. The article points out that today’s employers are demanding more than ever before of their employees, and the common core is designed with this fact in mind; the creators of the common core want students to be well-prepared for their future careers by possessing all required knowledge and skills.

Also, I appreciate the fact that this website included a “myth versus fact” section. As I mentioned earlier, there is much debate surrounding this topic; consequently, people may only be familiar with rumors or myths they have heard from others. For example, one rumor I heard

frequently is that teachers had nothing to do with the creation of the common core. However, the website addresses this myth and points out that the common core was in fact created by educators. Professionals throughout the country gathered and worked together to create standards that ensured success for students of all states. Without this website, I would still be under the guise that teachers had no part in creating the common core, and I imagine many individuals throughout the country still believe this.

The next section, “Explore the Common Core” was equally insightful as the first. One point really stood out to me in this section, and that is the fact that the standards address what needs to be covered in each grade, but do not state how they need to be met. In other words, the teacher is given the opportunity to teach the standards however they see fit; they do not have to follow strict rules or guidelines that come with the standards. An important point that this section outlines is that every school has learners with differing needs whether that is special needs, English as a second language, and more. Each student is different; therefore, teachers need to be differentiating their instruction in order to ensure the mastery of these standards for every student. This section makes it clear that the common core has given teachers this freedom, which I find extremely important.

Another noteworthy section under “Explore the Common Core” involves the expectations and guidelines required for the standards themselves. For example, the website states that standards are “research and evidence based,” “built upon the strengths and lessons of current state standards,” and “informed by other top-performing countries to prepare all students for success in our global economy and society.” These are only a few of the given requirements of each standard, but I find these three very important; they prove that the standards are backed

and supported by research and evidence, and are based on the success of other education systems. This allows people to understand that the standards are not something randomly created; time and evidence went into their creation and implementation.

The third section, "Understand how the Common Core was Created" also contained pertinent information. First of all, I thoroughly enjoyed the fact that this section included a timeline of important facts, processes, and steps from 2007-2015. This timeline gives people the opportunity to actually see and understand the long process of creating the common core. It shows how much work and revision went on during the years of 2009 and 2010, and explains at what point a certain number of states adopted the standards.

Another interesting piece of information included under this section is the division of the standards into two categories: K-12 standards and college-and-career-readiness standards. I had no idea that the standards were broken up into two sections. I found this very interesting because it shows that the standards are there to help students succeed both in grades K-12 and after school. Clearly, the creators of the common core want students to achieve the success necessary in school in order to excel in their futures.

Overall, I am very glad that I was given access to this website; I think that all teachers should familiarize themselves with the common core and how it was created. The common core caused such an uproar within our country, and I believe that educators should know what it is about whether they agree with the standards or not. It is always beneficial to be informed and educated on topics like these, and this website is a great starting point.

Appendix E

Grade: 10

Unit Topic: Halloween

Course/ Discipline: Halloween in Our Everyday Lives

Approximate Time Required: One Day

Standards:

English: 9-12. RI.3: Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text.

History: 9-12.6.1 : Explain how group and cultural influences contribute to human development.

9-12.2.11 : Analyze the major social issues and popular culture of contemporary US.

9-12.5.2 : Interpret the relationship between physical environments and society.

Math: HS.GMG.1*: Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

HS.G-GMD.1 Give an informal argument for the formulas for the circumference of a circle and area of a circle.

Science: 9-10.3.1. Classify elements according to similar properties. (e.g., solids, liquids, gases)

11-12.3.11. Explain how energy is related to physical changes of matter (e.g., phase changes, temperature changes)

Performance Objectives:

The student will be able to:

1. Identify and discuss how a character(s) develop and interact over the course of a text.
2. Cite strong and thorough textual evidence to support ideas.
3. Analyze and interpret the origins of Halloween.

4. Interpret how the Halloween celebrated today has changed from its origin and its impact on culture today.
5. Describe real-life objects with geometric shapes, measurements, and properties of the shapes.
6. Explain informally the formulas for the circumference and area of a circle.
7. Conduct an experiment and identify which state the materials being used are in.

Lesson Outlines:

1. Introduce Edgar Allan Poe's *Tale of the Tell-Tale Heart*.
 - a. Assign reading (story is to be read prior to class on Halloween)
 - b. On Halloween, students will be split into small groups of 3 or 4 and discuss which characters are important/interesting and why.
 - c. Students will also discuss how a certain character develops throughout the story and why he/she is important to the overall story. (15 minutes)
2. Come together as a large group and discuss what each small group discussed.
 - a. Conduct a large-group discussion ensuring that each student participates. (25 minutes)
 - b. After the discussion, introduce the essay prompt, talk through it, and address questions or concerns. Note due date-November 7th. (10 minutes)
3. Introduce the origins and history of Halloween, starting back with its ancient Celtic roots and working up through its celebration in our times. (25 minutes)
 - a. Using the information from the lecture, along with knowledge of contemporary Halloween, students will be discussing, in small groups, how the celebration of Halloween is similar and different to its ancient Celtic origins. (20 minutes)
 - b. Students will be asked to use both the lecture information, along with what they gleaned from their small group discussion, to create their own version of

Halloween. It should be no more than 1.5-2 pages including: procedures (how is the holiday celebrated?), participants (who gets to celebrate it?), what tradition(s) they drew from, and any other necessary information the reader would need to fully celebrate their version of Halloween.

4. Introduce circumference and area of a circle. (25 minutes)
 - a. In groups of three students will take a section of the pumpkins, which will already be cut up in layers, and find the circumference and the area of that section. (30 minutes)
 - b. They will then as a group write the process/ informal explanation they did in order to find the circumference and the area. (15 minutes)
5. Perform “floating bubbles” experiment and relate to the states and changes of matter.
 - a. Students will be split into groups in a lab setting and be provided with the materials needed. Prior to the experiment, they will know what is expected in the lab and I will explain the importance of handling dry ice with care.
 - b. We will begin the lab by starting with warm water in a bowl and then carefully adding the dry ice into the warm water. As we wait for the the CO₂ to accumulate in the bowl I will explain the process that is happening. The CO₂ is changing from a solid straight into a gas in a process called sublimation. There will be a layer of fog in the bowl and above that is a layer of gas that you cannot see that is heavier than the air around it.
 - c. For the next part of the lab the students will blow bubbles so they are on top of the bowl and they will notice that the bubbles hover above the bowl rather than falling straight into the bowl. After we do this I will facilitate a discussion on why students believe this is happening.
 - d. Students will be required to clean up their own areas in the lab at the end of the class.

Procedures and Activities:

1. Small group discussion followed by large class discussion.
2. Large group lecture followed by small group discussion.
3. Creation of their own celebration of Halloween.
4. Large group lesson followed by small group pumpkin activity.
5. Working in the lab followed by a group discussion.

Instructional Aids or Resources:

1. Provide a copy of *Tale of the Tell-Tale Heart* to each student.
2. Students must have access to a computer in order to type their essay. If this is an issue, talk with the teacher for alternative options.
3. Teacher will have a PowerPoint presentation for lecture on the history of Halloween.
4. Students will need access to technology to be able to write their Social Studies Evaluation activity. If unable to type it out, students should talk with the teacher after class to discuss alternate methods.
5. Students will need pumpkins of all sizes (1 pumpkin for every 3 students).
 - a. Pumpkins will be provided.
6. Students will need access to calculators.
7. Teacher will provide the dry ice, bowls, and have the safety materials available.

Evaluation:

1. Participation in small and large group discussions.
2. Essay
3. Successful creation of their own version of Halloween.
4. Participation in the small group discussion.
5. Participation in small group activity.

6. Successful creation of stating the process they followed to find their calculations and an informal explanation for the area of a circle.

Using reasoning and prior knowledge to explain what is happening in the “floating bubbles” lab in a group discussion.

Appendix F

Grade: 11		Subject: English	
Materials: iPad, printer, copy of Romeo and Juliet		Technology Needed: iPad, printer	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic 	
Standard(s) RI.1 Read closely to comprehend texts of grade-level appropriate complexity. RI.2 Determine and analyze a theme and/or central idea of texts. RI.3 Analyze how and why characters and/or textual elements develop and interact over the course of a text.		Differentiation Below Proficiency: Students will receive additional help and time if needed to complete the meme. Above Proficiency: These students will be held to higher expectations-their work should be more in depth and involve critical thinking. These students will also be given the chance to assist students who are below proficiency in creating their memes if they get done with time to spare. Approaching/Emerging Proficiency: These students will be expected to meet the 'average' expectations given in the rubric, but encouraged to push themselves to the top tier of the rubric. Modalities/Learning Preferences: Verbal/Writing learners will be given the option to forego the meme assignment and write a short essay on why they think a certain theme or character is important to the text.	
Objective(s) Students will be able to recognize and analyze a central idea or theme in a text and apply that idea to a visual project. Students will be able to comprehend main ideas and characters' actions and developments. Students will be able to create a visual project demonstrating their knowledge of a central idea or theme.			
Bloom's Taxonomy Cognitive Level: Apply, analyze, and create			
Classroom Management- (grouping(s), movement/transitions, etc.) Each student will work individually on a meme of their choice on their own iPad. I will allow groups of 3-4 of my choosing to get up and get their iPads to avoid congestion at the iPad dock. Throughout the lesson, I will walk around the room ensuring that everyone is on task and answer any questions/concerns.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Memes must be school appropriate! Each student will be expected to complete their own meme (no partners or groups). However, they will be allowed to discuss ideas with one another and assist each other if necessary. Also, they will be expected to remain on task and on the website/app I have suggested. They will not be allowed to be on other sites or doing other things on the iPad.	
Minutes	Procedures		
10	Set-up/Prep: Before class, I will make sure that there are iPads in the class (one for each student) and make sure that we are able to utilize the printer through the iPads.		
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) I will begin class by showing the students a meme that I created previously on a different novel we have read. I'll ask them what they think the meme means and if it is relatable to the book it pertains to.		
10	Explain: (concepts, procedures, vocabulary, etc.) I will tell the students that their assignment is to create their own meme based on a character or main idea from Romeo and Juliet.		

	<p>We will then have a short large group discussion about some potential main ideas or character personality traits that will help get ideas flowing. I will show them the app I recommend using (Meme Generator) and quickly demonstrate how to use it. I will then dismiss the students in groups of 3-4 to get iPads and get everyone going.</p>
<p>30</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) This is the students' time to think about and create their own memes. What characters or ideas stand out to you? Do you relate to anything in the play?</p>
<p>5</p>	<p>Review (wrap up and transition to next activity): I will let them know when there are 5 minutes left in class. I will tell them that they will have approximately 10 minutes at the beginning of next class to finish and print off their memes if they have not done so yet. I will also tell them to be prepared to share their meme with the class next time.</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. I will walk around the classroom throughout the lesson in order to monitor progress and address questions. "How is it going so far?" "Do you have an idea?" "What else relates to this character/idea?" Consideration for Back-up Plan: Students will get in partners or small groups and present a short skit (either individually or with a partner) demonstrating a character(s) personality and mannerisms or a main idea in the text.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Students will be assessed on successful completion of their own meme applicable to Romeo and Juliet (or paper if they chose to take this route). They will also be assessed on their explanation and presentation of the meme to the class. -memes must demonstrate understanding of character development or plot development/importance If applicable- overall unit, chapter, concept, etc.: N/A</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): This will be completed after the lesson is completed.</p>	

Appendix G

RI.2 Determine and analyze a theme and/or central idea of texts.

*We just finished reading *The Great Gatsby* in class*

1. Getting interest and attention
 - a. If you hadn't read *The Great Gatsby*, what do you think this book will be about based on its cover?
2. Diagnosing and checking
 - a. What is a theme?
3. Recalling specific facts or information
 - a. What was one of the main themes in this book?
4. Managing
 - a. Does everyone understand why that is an important theme?
5. Encouraging higher-level thought processes
 - a. How does the development of a character, setting, and/ or plot contribute to the central theme or idea?
6. Structuring and redirecting learning
 - a. Now that we've discussed some themes in *The Great Gatsby*, do you think you would be able to identify themes in the novel we are reading now?
7. Allowing expression of affect
 - a. What questions do you still have about finding themes in a text?

RL.2 Determine and analyze a theme and/or central idea of texts.

1. Knowledge (remembering)
 - a. Define, describe, identify
 - b. Ex. What is the definition of a theme?
2. Comprehension (understanding)
 - a. Summarize, paraphrase, rephrase
 - b. Ex. In your own words, what is a theme?
3. Application (transferring)
 - a. Apply, solve, demonstrate
 - b. What do you consider to be an important theme in *Romeo and Juliet*?
4. Analysis
 - a. Relate, support, distinguish, differentiate
 - b. What is the difference between a theme and a recurring idea?
5. Synthesis (creating)
 - a. Formulate, compose, produce, create, predict
 - b. Can you produce a diagram with the different themes in *Romeo and Juliet*?
6. Evaluation (judging)
 - a. Defend, judge, assess, justify
 - b. Can you justify why a certain theme is the most important/ noteworthy in the play?

Appendix H

Grade: 9		Subject: English	
Materials: pen/pencil, paper		Technology Needed: computer (for powerpoint)	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (Figurative language may include simile, metaphor, hyperbole, personification; sounds may include onomatopoeia, rhyme, rhythm)		Differentiation Below Proficiency: These students will be paired with above-proficiency students at the end of the lesson so they will receive peer assistance and be encouraged to work to their maximum potential. Above Proficiency: If these students get done with the end-of-lesson assignment early, they will be asked to create their own examples of similes, metaphors, hyperboles, etc. Approaching/Emerging Proficiency: These students will also be given the opportunity to create their own examples of figurative language if they complete the assignment early. Modalities/Learning Preferences: Interpersonal students will be given the opportunity to work with a partner for the end-of-lesson assignment, allowing them to communicate and work with their peers.	
Objective(s) Students will be able to understand the definitions of metaphor, simile, personification, hyperbole, and onomatopoeia and recognize them when shown an example. Bloom’s Taxonomy Cognitive Level: Knowledge, comprehension, application			
Classroom Management- (grouping(s), movement/transitions, etc.) All of the students will be sitting at their desks or tables during the powerpoint, and they will be allowed to work in pairs if they would like for the end of the powerpoint. I will walk around the room while showing the powerpoint and at the end during partner work to make sure that everyone is on task.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to adhere to our daily class expectations and guidelines regarding behavior and attitude. They will also be expected to participate in the assignment at the end of the lesson either by themselves or with a partner.	
Minutes	Procedures		
10	Set-up/Prep: I will have created the powerpoint before class so I can have it ready for the students when class begins.		
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) I will have written on the board: “I’M SO EXCITED FOR CLASS TODAY AND I LOVE ENGLISH SO MUCH I CAN JUST DIE!!!” I will then ask them what they think this is an example of (figurative device-wise). If they don’t come up with the answer, I will tell them that this is a hyperbole and let them know that we will be learning about figurative devices today.		
25	Explain: (concepts, procedures, vocabulary, etc.)		

	<ul style="list-style-type: none"> • A simile is where two things are directly compared because they share a common feature. The word <u>AS</u> or <u>LIKE</u> is used to compare the two words. • A metaphor also compares two things, but it does so more directly WITHOUT using as or like. • Hyperbole: obvious and intentional exaggeration. • Personification: the attribution of human nature or character to animals, inanimate objects, or abstract notions, especially as a rhetorical figure. • Onomatopoeia: the naming of a thing or action by a vocal imitation of the sound associated with it
<p>15</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) This is the time I will give the students to complete the end-of-lesson assignment and also come up with examples of their own (above-proficiency students). “Why do you think this is a ___?” “What makes this a ___?”</p>
<p>5-10</p>	<p>Review (wrap up and transition to next activity): I will ask for volunteers to share their answers to the end-of-lesson assignment and also ask if anyone would like to share examples they came up with. After sharing, I will ask the students to put their names on their papers and turn it in to me. I will also let them know how the lesson today will apply to tomorrow’s class.</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-</p> <ul style="list-style-type: none"> • in strategies, etc. What is a simile? • What is a metaphor? • What is a hyperbole? • What is personification? • What is onomatopoeia? • Do you need me to show you another example? • Does it make sense why this example is ___? <p>Consideration for Back-up Plan: I will give direct instruction on the definitions of these terms and provide examples, then I will provide the students with a piece of literature and ask them to find examples of each term within the piece.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Students will be assessed on overall participation throughout the lesson including the partner/individual assignment for comprehension at the end of the powerpoint.</p> <p>If applicable- overall unit, chapter, concept, etc.: N/A</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): This will be done after completion of the lesson.</p>	

Appendix I

Grade: 9		Subject: English	
Materials: writing utensils, piece of literature, poster/construction paper		Technology Needed: N/A	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic <p>Explain:</p>	
Standard(s) RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (Figurative language may include simile, metaphor, hyperbole, personification; sounds may include onomatopoeia, rhyme, rhythm)		Differentiation Below Proficiency: These students will be paired with an above-proficiency student so they will be encouraged to work at a higher level and receive help they need from their partner. Above Proficiency: These students will be given the option to give more than one example per figurative device. Approaching/Emerging Proficiency: These students will also be encouraged to come up with more than one example per figurative device in order to encourage higher-level work and thinking. Modalities/Learning Preferences: Interpersonal students will enjoy this lesson because they will be given the opportunity to work with a partner and build off of each other's ideas.	
Objective(s) Students will be able to understand the definitions of metaphor, simile, personification, hyperbole, and onomatopoeia and recognize them when shown an example. Students will also be able to come up with their own examples of each. Bloom's Taxonomy Cognitive Level: Knowledge, comprehension, application			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will have the opportunity to work individually or in pairs to complete their poster. I will walk around the room throughout the lesson in order to make sure that everyone is on task and is understanding the assignment.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to adhere to our daily class expectations and guidelines regarding behavior and attitude. If students work in pairs, they will both be expected to participate in the project and contribute to the poster.	
Minutes	Procedures		
10	Set-up/Prep: I will have created the powerpoint ahead of time for the introductory lesson on literary devices. We will briefly go over the powerpoint again before this lesson so the students will remember what they had learned previously. I will also set up the materials needed for the project (paper, colors, etc.)		
5-10	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) At the beginning of class, we will review the literary devices powerpoint from last class in order to access prior learning and remind the students what we discussed and learned about these terms.		
10	Explain: (concepts, procedures, vocabulary, etc.) Review literary devices and check for understanding. <ul style="list-style-type: none"> • A simile is where two things are directly compared because they share a common feature. The word <u>AS or LIKE</u> is used to compare the two words. • A metaphor also compares two things, but it does so more directly WITHOUT using as or like. 		

	<ul style="list-style-type: none"> • Hyperbole: obvious and intentional exaggeration. • Personification: the attribution of human nature or character to animals, inanimate objects, or abstract notions, especially as a rhetorical figure. • Onomatopoeia: the naming of a thing or action by a vocal imitation of the sound associated with it <p>The goal of today’s lesson is to create a poster with an example of each literary device on it. They can use any of the novels we have read in class thus far and find their examples from the book of their choosing. The poster should be creative and include color/pictures/etc.</p>
<p>25-30</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) This is where the students will work either individually or in pairs to create their projects.</p>
<p>5</p>	<p>Review (wrap up and transition to next activity): I will let them know when there are 5 minutes left and tell them to wrap up their work. I will also let them know that I will give them the first 10 minutes of next class to finish their posters and then everyone will share their posters with the class.</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Do you remember the definition of ___? Why do you think this is an example of ___? What are the things that make up a ___? Could this example be a different literary device?</p> <p>Consideration for Back-up Plan: We will go back over and review the definitions of each literary device, and then I will give them the opportunity to locate each literary device in the current text we are reading.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Assessment will be based on successful completion of song lyrics or a poem that includes either a powerpoint or poster displaying the work. They will be required to write a chorus and two other verses of a song. If they would rather write a poem, they may choose to do that instead of writing song lyrics. The length/type of poem will be approved by me if they choose to take this route. . Part of their assessment will be based on creativity. Students will present their creation to the class, and afterwards will point out each example of figurative language they chose to incorporate and explain them to the class.</p> <p>If applicable- overall unit, chapter, concept, etc.: Rubric (Rubistar).xlsx</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): This will be completed after completion of the lesson.</p>	

Appendix J

Name _____

Date _____

In this test, you will answer five of each of the questions: true/false, matching, and multiple choice. You will answer three completion question and two essay questions.

True/False:

Circle T or F next to the question number for your answer. If it is false, write down the correct answer.

1. T F Gatsby's parties are small and elegant.
2. T F Daisy is driving the car when it hits Myrtle.
3. T F The ash heaps signify desolation and failure.
4. T F "The Middle West now seemed like the ragged edge of the universe" is an example of a simile.
5. T F Gatsby's real name is Jacob Gatz.

Matching:

Fill in the correct letter next to the corresponding number.

- | | |
|------------------------|---|
| 1. ____ Jordan Baker | A. Gatsby stops having parties because he thinks she doesn't like them. |
| 2. ____ Klipspringer | B. Lives in the valley of the ashes. |
| 3. ____ George Wilson | C. This person commits suicide. |
| 4. ____ The Wilsons | D. Rumored to have cheated at sports. |
| 5. ____ Daisy Buchanan | E. The shallow freeloader who seems almost to live at Gatsby's mansion, taking advantage of his host's money. |

Multiple Choice:

Circle the correct letter.

1. Where is Gatsby's mansion located?
 - a. East Egg
 - b. Park Avenue
 - c. West Egg
 - d. Brooklyn
2. Where is the valley of ashes?
 - a. Between West Egg and New York City
 - b. Between East Egg and West Egg
 - c. Between Death Valley and the Salinas Valley
 - d. Between Greenwich Village and Hell's Kitchen
3. What are the eyes of Doctor T. J. Eckleburg?
 - a. A magazine ad
 - b. The lyrics of a song
 - c. A painting in the Guggenheim Museum
 - d. A signboard in the valley of ashes
4. What does the green light symbolize?
 - a. Gatsby's vision of his future with Daisy
 - b. Gatsby's fortune
 - c. Gatsby's jealousy of Tom
 - d. Gatsby's appreciation of nature
5. The following is an example of a simile:
 - a. "They stood on my shelf in red and gold like new money from the mint."
 - b. "My own house was an eyesore."
 - c. "You remind me of a rose, an absolute rose. Doesn't he?"
 - d. "Not even the effeminate swank of his riding clothes could hide the enormous power of that body."

Fill in the blank:

1. The narrator of *The Great Gatsby* is _____.
2. Nick says that Gatsby has an "extraordinary gift for _____."
3. Daisy hopes her daughter will grow up to be a beautiful _____.

Short Essay: Answer the two following questions in 2-3 paragraphs using the extra paper provided. Use textual evidence to support your claim.

- 1) Throughout the story, Gatsby has difficulty accepting that the past is over and done with. Where do you find evidence of his trying to recapture the past? What does this say about him? Should people live their lives yearning for something in the past? Why or why not?

- 2) Although Gatsby professed his love to Daisy, there is a sense that he was not in love with her as much as he was in love with the *idea* of her. Where can you find evidence of Gatsby's devotion to an ideal rather than an actual person?